

The Catholic School Journal

For Pastors and Teachers.

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Physical Culture In Our Schools.

By A CATHOLIC TEACHER.



Teachers, physicians and intelligent thinkers of every class have come at last to understand that the cultivation of the mind without a corresponding development of the body is but an imperfect work; and that a mind, no matter how brilliant and well stored, loses half its force, and wields but half the influence of which it is capable, if inclosed in a puny, delicate, or undeveloped frame. While the importance of physical culture is thus generally conceded, its practice is often carried on in such a careless, desultory manner that no practical results can be hoped for; it is only when the physical exercises of the school are placed on a par with the mental exercises, to be conducted with the same regularity and care as a drill in mental arithmetic or grammar, to be made a subject for examination and honors, that they assume the dignity to which their real importance entitles them.

That the all-wise Creator intends man's physical and mental cultivation to correspond, is proved unmistakably by the almost unlimited development of which the human frame is capable; and that man, too, has realized its necessity is plainly shown by the number of gymnasiums and schools of physical culture throughout the country.

The impossibility of having in every school a fully equipped gymnasium where children may receive a systematic course of exercising, seems to be the cause that little or no effort has been made in this important branch of education in the ordinary parochial and public school. But the practicability of a regular and most beneficial course in any and every school without the need of a separate room for the purpose, or a complete gymnastic apparatus is beyond question, and in this paper we shall outline briefly a few exercises that have the merit of actual, successful test in an ordinary school.

The primary grades receive the child fresh from the unbounded freedom of home; its lithe little body, unaccustomed to the least restraint, is now obliged, by the routine of school duties, to stay for one, or even two hours, at its desk. Upon the intelligent, tactful teacher it now devolves not to repress movement in the growing child, but by judicious exercising, to wisely encourage and direct it.

The first and most necessary help to beneficial exercising is fresh air. A few moments' brisk, active movement with open windows, even in coldest weather, can produce no bad effect. The close atmosphere of the school room is thus cleared and purified; the children's bodies stretched and developed; and in most cases the tired look and restless hum that so distress and weary the patient teacher will have disappeared.

There are a number of systems of free gymnastics, more

or less suitable for class work. The exercises devised by Professor Lewis, probably the first to find general use in schools, are still much in favor. But a system that is just now coming into prominence and eliciting much commendation, is the "Swedish System of Educational Gymnastics," arranged by Hartwig Nissen, formerly instructor of physical culture at the Catholic University, Washington, and at present connected in a similar capacity with the Boston schools and Harvard University. His hand-book for teachers, recently issued by the Educational Publishing Co., Chicago, illustrates and explains the various exercises in the system.

In this system, as in the Lewis system, the exercises are simple, methodical, and their daily practice cannot fail to aid greatly in the proper development of the entire body. The child finds its very attitude at the outset a relief after the cramped and often crowded seat in class; for the commencement of the exercises requires a properly active position: heels together, head easily erect, shoulders well thrown back, and deep breathing insisted upon.

In this system, the head, shoulders, arms, wrists, fingers, legs and ankles are in turn exercised by flexing, twisting and stretching, all done with force and with a concentration of the will power on each set of muscles as brought into play. At first an effort that practice will soon render unnecessary, will be required to keep the rest of the body erect and still. The shoulder exercises are particularly excellent; by their practice the chest muscles are developed, the tissues and sinews around the lungs are strengthened; deeper and more perfect breathing thus secured, and the tendency to diseases of the lungs accordingly lessened. The movements of the limbs and torso serve to develop the erect easy carriage, and a firm, vigorous step, inseparable from a proper course of physical training. In giving the exercises the teacher should guard most carefully against either listlessness or jerkiness, remembering that the muscles are developed only by strong, forcible stretching.

Passing from the free gymnastics, the wands, dumbbells and Indian clubs are successively used; and those who have practiced diligently the first system, will have but little difficulty in acquiring skill and dexterity in their use; for the muscles of the arms, hands and body rendered flexible and yielding by the fundamental exercise, obey promptly the slightest impulse of the will. The grace and pliancy of the body is also cultivated, and its health and strength developed to a wonderful degree.

Physical culture also renders the voice soft and full by the proper use of the vocal organs, the strengthening of the chest muscles, and the securing of deep and regular breathing. To the acquiring of this last power too much attention cannot be paid; for it is perhaps an astonishing statement, but one fully verified by the reports of physicians, that not one-fourth of the apparently healthy people in the world know how to breathe correctly, and to this source alone may be traced the fearful ascendancy that consumption and other pulmonary diseases have acquired.

The knowledge of this fact has induced men eminent alike in the medical and scientific world, to devise systems of breathing exercises, by the faithful practice of which the lungs are not only strengthened and the health and vigor of the whole body promoted, but consumption itself cured or checked if its hold on the constitution

be not too firm to be shaken. The four fundamental exercises on which most systems are based are the sternum, costal, dorsal and waist, and, as the names indicate, the lungs are developed on every side; and when, as a result, deep and powerful breathing is secured, one of the most important ends of the study of physical culture is attained, and progress afterwards becomes a matter of time and practice.

A subject so thoroughly abstract as physical culture

admits of the greatest variety of opinion and treatment; and so from the Swedish system with the stretching, angular movements, to the smooth, graceful action of Delsarte, the widest difference may be observed. This very fact, however, proves that the subject has taken deep hold; and we trust the day is not far distant when physical culture will receive in graded schools the attention which is its due; and as the work is more widely followed its benefits will be still more marked.

Importance of Psychology for the Teacher.

Dr. EDWARD McLOUGHLIN.

IMPORTANCE OF PSYCHOLOGY FOR THE TEACHER.

A good knowledge of psychology is necessary, because without it, it is absolutely impossible to teach in a rational way. Those who know how the human mind grows and the laws which govern and regulate its growth—those who know the nature of its activities, teach with success.

We know that the human mind is governed by laws just as well as the body is. Those who know the nature and activity of the human mind should know how it can be excited and stimulated. Psychology informs us of the fact that all knowledge originally comes through the senses. This knowledge, acquired through the senses, becomes the basis of knowledge acquired in other ways—peculiar experiences which are utilized by the teacher in the beginning to teach reading, language lessons and number work. The knowledge of psychology assures us of the fact that the better senses are trained to their respective work, the better and more perfect work will the pupil do. We fail, I think, in sufficiently developing in pupils the power of observation. So many pupils fail to see things right, and the result of poor seeing is poor spelling, poor reading, poor work. It behooves us as teachers to train to the best of our ability, the pupils' powers of observation—to teach them to see, hear, feel things right, to know things right through the senses.

LEARNING, DEPENDENT ON MENTAL CONDITIONS.

The mind is divided into: mental conditions, mental powers and mental operations. All learning depends on mental conditions—consciousness and attention. Upon the degree of consciousness depends the strength of memory. Upon the clearness and degree or extent of consciousness, depends the best exercise of any human faculty. Consciousness is simply a knowledge that we know—that we know we know. We know, we listen, we know we are thinking, we know we are thinking, we know we are seeing. Consciousness is a knowledge of our own acts. It is that condition of the mind by which we know we are knowing. Nothing is learned or known that does not appear in the field of consciousness. All learning is conscious learning. All knowing is conscious knowing. Now, this is the condition in which our pupils must be.

Every teacher should ask herself at the beginning of the recitation, "Are my pupils ready for this recitation?" Is every mind conscious? Consciousness is that condition of the mind by which it is conscious of its own condition and operation. Hazy knowledge means hazy consciousness. A clear, precise, real knowledge arises from clear, distinct, concentrated consciousness. Consciousness may well be compared to the circle of white light thrown upon a screen by the stereopticon. All the pictures must come within the circle of that white light before they can be seen and enjoyed. The senses and memory may be compared to the attendant who places the slides in the stereopticon. Like the attendant that places the slides poorly so that the picture falls barely within the dim ring of light that lies outside of the clear spot, and we are not able to fully recognize it. Every mental act must be viewed and reviewed in the white light of consciousness. If the knowledge does not come within the rim of that circle, if it does not come that far, it is not knowledge at all. There are different degrees of

consciousness. Sometimes we are very conscious, sometimes we are indifferent.

HEALTHY PUPILS THE BEST LEARNERS.

The condition of consciousness is affected by bodily health and comfort. Healthy pupils are the best learners. Consciousness, then, depends on bodily health and comfort. Anything that impairs or diminishes comfort of body interferes with the degree of consciousness. So, if we desire to have the greatest degree of consciousness by our pupils, we must see to it that their bodily comforts are regulated as they should be.

The temperature of the room is either too cold or too hot. Ventilation is imperfect. The child is physically uncomfortable. No pupil can be clearly conscious under such a condition. Every teacher should know how to provide for these comforts, should understand the laws of ventilation, and not only that—for a good many people understand and know things, that they do not practice—but she should see to it that her room is at all times well ventilated. There is a way to teach so that every lesson and exercise may be flavored with interest, for consciousness depends not only on physical health and comfort, but upon interest. Interest causes consciousness to become brighter. There is a way to teach so that every lesson and exercise may be brought within the glow of consciousness. A teacher cannot command a pupil's consciousness, but he can arouse, quicken and illumine the distinctness of consciousness. Consciousness is increased by attention, so that these two conditions of the mind seem to supplement themselves. Consciousness and attention help each other.

GOOD TEACHING—HOLDING THE ATTENTION.

Attention is concentrated mental effort—the focusing of mental energy on the one thing to the exclusion of all other things. It is ordinarily classified as voluntary and involuntary. Some psychologists say that there is no such thing as involuntary attention, but most of them say there is. Attention that we give when we do not mean to give it, and when the will-power is not called into play at all, is involuntary. Why listen to a band of music, or to a singer, to a piano? Because there is interest in it. Most of the attention in this world is involuntary. Why do we do as we do? Because there is interest in it somewhere. Give your attention to something that is exceedingly dry, uninteresting—there is a reward somewhere underlying. Interest is a deep-seated, far-reaching element in all our work in school and out of it. I am interested in teaching school for certain reasons—working for money, satisfaction, pleasure, rewards to come in after years, perhaps, family. They have interest all through. We are what we are, because we are interested. Interest is the beginning of all control over mental life and is the accelerator and invigorator of all mental powers. It is the lens that concentrates the power of the mental faculty, brings it into the clear, bright light of consciousness. To secure and hold attention depends on nerve energy and not on the degree of stimulation which excited it. It is a fact of psychology that attention is more easily stimulated and sustained in the early hours of the day than later. This fact should have careful consideration in the preparation of a program of study and recitation.

(To be continued.)

The Late Rev. Andrew I. O'Neill, S. J. Founder of Seven Parish Schools.

Rev. H. J. DUMBACH, Pres. St. Ignatius College, Chicago.

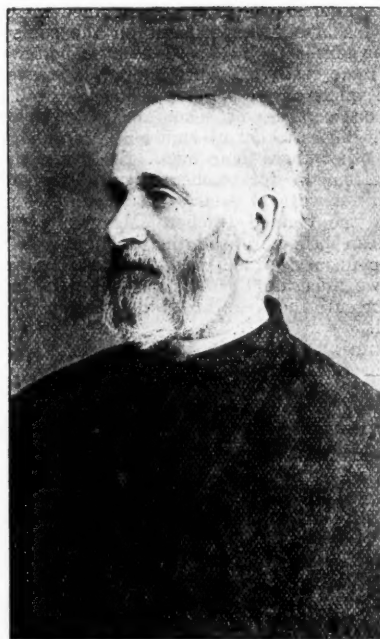
A review of the work of Rev. Andrew I. O'Neill, S. J., late director of the Holy Family parish schools in Chicago, discloses a remarkable record made by a single man in the interests of Catholic education.

Father O'Neill came to this country from Ireland in 1828, settling in St. Louis. He was for some time employed at the old Planter's House there. Later he joined the Jesuits, entering upon his novitiate at Florissant, Mo., July 19th, 1854, and thence proceeding to the prescribed classical studies. In the fall of 1858 he passed from these to the course of philosophy, at St. Louis University. From 1860 to 1863 he occupied the position of prefect in the University, holding also the chair of rhetoric. He prepared himself during this time for Holy Orders, was admitted to the priesthood in 1863, and was then called to Cincinnati to direct the parish schools of St. Xavier's church in that city.

The following year Father O'Neill came to Chicago. In those days Catholic education was at its infancy in the city; there were few schools, the standard of education was low, and that strong current toward self-culture and higher mental attainments, which is at high tide today, had not then set in. A comparatively small school served the purpose of the West Side parish, together with an addition made about the time of Father O'Neill's arrival. His work was pioneer work, but it was amply rewarded, for when he died he left six well-organized schools as a testimony of his zealous efforts. These schools are among the largest and best-organized in the Northwest.

Father O'Neill's first building was commenced in July, 1864, and completed at a cost of \$60,000. During its first year the register of pupils ran up to 1,058. There have been at one time in the school, as many as 2,000 children. Branch schools soon became necessary, and in 1866, a new school was built. It proved a success, and so, one after another, schools went up, one in 1868, one in 1872, another in 1874, in 1878, in 1887—all due to the energy of Father O'Neill. The cost of these schools ranged from \$14,000 to \$60,000.

Father O'Neill was peculiarly fitted for the field of education in which he worked. He was, indeed, a broad and generous man, capable of lending himself with facility to every forward movement, which led along the path of truth; yet there was one predominant trait in his character—his devotion to children. He knew personally and loved every child under his care; and he was



THE LATE REV. ANDREW I. O'NEILL, S. J.

dearly loved in turn. He attended their classes; he encouraged them by his presence at their exhibitions; he visited them when they fell sick; he talked with their parents over the progress they made, in a word, he made himself all to all that he might win them all to Christ.

Such, then, is the brief life-work of a man little known beyond the immediate field of his labors, but before God responsible for unusual good. Father O'Neill belonged to that class of men whose steady and equal distribution of energies, quietly applied, is sure to win out in the end. He was a most mild-mannered man, strong for the right; humble, yet persistent in his duty; a man of action and of prayer. His devotion is being fittingly rewarded by those he educated, who are erecting to his memory a "Father O'Neill Memorial School," to perpetuate the high esteem they feel for so extraordinary a man. It is proposed to pay in the neighborhood of \$16,000 for the building.

Some Needs of Our Parochial School System.

Rev. T. J. O'BRIEN, Supt. of Brooklyn Schools.

In Ecclesiastical Review.

The question of "the general advantages and the methods of bringing into harmonious action the efforts of Catholic school boards toward maintaining a uniform standard and obtaining greater public recognition of the work done in our parochial schools," is important and opportune. I am pleased to offer, at your request, some suggestions for "a plan tending to increase the efficiency, unity and general (public) influence of the Catholic parochial school system."

1. The efficiency of our schools depends upon the ability of our principals and teachers and upon the solicitude of pastors in organizing and supervising their schools. On the one hand, the employment of incompetent teachers would be an injustice to the pupils and their parents, and to Catholics generally who support the schools. On the other, overcrowded classrooms, inadequate teaching apparatus, and unsuitable text-books would be stumbling-blocks in the path of capable teachers, who, in these circumstances, could not do justice to their pupils or themselves.

The Bishops of the Third Plenary Council attempted to provide against these untoward conditions, by their enactments respecting the seminary training of clerics, the subjects for conferences of the clergy, the pastor's visitation of his school and the public examinations of pupils. Two diocesan boards were to be appointed: one, a board of examiners, to ascertain the fitness of parochial school teachers; the other, a school board, to inspect and report upon the work of the school. Finally, to prepare candidates for the teacher's office, normal schools were to be established for the training of teachers whether religious or lay. These decrees, if faithfully realized in well-organized institutions, would guarantee a high degree of efficiency in our school work.

THE PARISH SCHOOL AND FINANCES.

Unfortunately, there are in many dioceses difficulties, chiefly financial ones, that stand in the way of carrying out the council's decrees. School expenses are burdensome beyond the ability of many a parish to afford a proper schooling for all its children. The number of pupils is

oftentimes out of all proportion to the number of primary teachers, and novitiates are constrained to send forth untrained teachers to experiment on the souls of little ones. Poor text-books are used because better ones are somewhat more costly. Each little parish essays a grammar school where only a primary school can well be maintained. The members of school boards are too busied with parish duties to devote sufficient time and attention to schools other than their own. Insistence upon minimum requirements for teachers give way where church finances do not warrant salaries that could command the services of the trained teacher. Meanwhile, and until the American people relieve their Catholic fellow citizens of the unjust burden of double taxation for school purposes, we must do the best we can with inadequate means to execute the wise directions of the Third Plenary Council.

2. The unity to be desired in our school work is not easily defined. Unity of aim is not wanting. Our schools are intended to give our children a solid training that will fit them for the duties of life as intelligent and virtuous American Catholics. But what amount of schooling each parish should afford towards this end, is not agreed upon; perhaps, it cannot be absolutely determined for any wide area, since local conditions need to be considered. Catholic high schools are a virtual necessity for our youth who desire the advantages of higher studies, if we would shield their faith and morals through the perilous period of adolescence. But the organization and maintenance of high schools offer problems no less worthy of discussion than the problems of our colleges that have received attention during the past few years.

THE UNIFORMITY THAT IS DESIRED.

Unity of ways and means that would degenerate into a dead uniformity of school methods and devices is not desirable. In the thousand and one minor details of school life, some unity should be secured in each parish school. The school must needs be wisely adapted to the status of the parish. In all the large essentials of school government, unity should prevail in the schools throughout the diocese. Years ago everything was left to a parish initiative, with the consequence that in the too frequent transfer of pupils and teachers invaluable time and labor and money were lost. It rests with the diocesan school board to formulate general rules and regulations for the schools.

To systematize the work of the schools, and to see that the rules of the school board and the requirements of the course of study are observed, the appointment of a diocesan school supervisor, inspector or superintendent, has been found the most effectual means. The priest chosen for the office should be given an opportunity to qualify himself by special study, observation and experience in pedagogics. His whole time and attention should be devoted to the examination, inspection and supervision of the schools. But unless he is sustained in the intelligent and judicious exercise of his authority, his time were better spent in parish duties.

No one individual can, without some aid, attend properly to a large system of schools embracing hundreds of teachers and thousands of pupils. In large dioceses he should have the assistance of a board of associate inspectors in the minute examination of the schools; otherwise many schools will have to do without an annual visit. In some dioceses each teaching order appoints one or more of its members to supervise, under the direction of the superintendent, the work of the teachers and pupils in the schools taught by the members of the community. This board as a body of expert teachers, familiar with the best in education, and conversant with the needs of the schools, meets regularly and discusses subjects pertaining to the course of study, text-books, examinations, etc. Under its auspices general meetings of teachers, departmental meetings, and grade meetings are held from time to time to supplement the training of the novitiates and to acquaint the teachers with the most approved methods of teaching.

It is in connection with this feature of our school sys-

tem that your correspondent's suggestion for "an organization or union among Catholic school supervisors in different dioceses" is most timely. There has been, of course, some communication between them, relative to school problems. Some years ago it was suggested to hold an informal meeting of the then superintendents, but nothing came of it. I heartily indorse the proposal, for I feel sure that regular meetings of our superintendents and their inspectors would inure to the benefit of each, and to the improvement of the school system. Their reports, addresses and discussions would, no doubt, be a valuable addition to our scanty Catholic pedagogical literature. An interchange of ideas, comparison of organization and plans, the study of school problems and their attempted solutions, etc., that would characterize the conference, would prove mutually helpful, and the treasures of each would become the property of all.

MEANS OF ADVANCING THE CAUSE.

3. The general public influence of our schools seems to have been in the minds of the bishops when they suggested public examinations of pupils once or twice a year in order to commend the school work to the favor of the people. Other motives affecting the work of pupils and teachers warrant these examinations. We depend upon the support of our Catholic people. The more familiar they are with the splendid work of the schools, the deeper their interest and sympathy and generosity will be. By parents' meetings, school work exhibits, alumni and alumnae societies, school announcements in parish calendars, etc., as well as by church announcements, this interest may be stimulated into heartiest cooperation with priests and teachers. The general public will learn much through these that will redound to the credit of our devoted teachers, and will command admiration for the Church that is so consecrated to the Christian training of God's little ones. The local press, too, may be utilized with profit for the edification of the people and the glory of God, according to Christ's words: "Let your light shine before men that they may see your good works and glorify your Father who is in heaven." Especially should our Catholic press give ample space to the records of school work. Too generous support cannot be given to the few Catholic school papers and journals that we have, which, if ably managed and rightly encouraged, will prove bureaus of information concerning our school system. These are some of the ways in which we can secure due recognition for our work and corresponding public influence, without awaiting another world's fair to exhibit the results of the divine work going on quietly and hopefully in our schools all over the land; and nothing will better or more speedily help to realize what is feasible and desirable in these suggestions than the proposed conference of the Catholic school superintendents.

Hail, The Christ-Child.

*Hail, the Christ Child born to-day,
Let us all our tributes bring;
None so poor but we may pay
Honor to our Lord and King.
Bring your gifts to Him Whose birth
Ransomed us in days of old;
Bring good will to men on earth,
And pure hearts, not gems and gold.
Love your neighbor for His sake,
Greet the little Christ-Child guest,
Give your alms, for others make
This glad day of all the best.
Cherubim and Seraphim
Now encircle Him around;
And all join in one glad hymn—
Melody of joyous sound.
Hear the herald angel's words
"King without a diadem,
Your Redeemer, Christ the Lord,
Now is born in Bethlehem!"*

—Henry Coyle.

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Thomas A. Desmond, Manager.

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"Let there be progress, therefore; a widespread and eager progress in every century and epoch, both of individuals and of the general body, of every Christian and of the whole Church, a progress in intelligence, knowledge and wisdom, but always within their natural limits and without sacrifice of the identity of Catholic teaching, feeling and opinion,"—St. Vincent of Lerins, *Commonit*, c, 6,

More Commendations from the Hierarchy.

The Journal continues to be the recipient of encouraging and commendatory letters from the Reverend Hierarchy. The following extracts from letters received since our last issue, are suggestive:

"The Catholic School Journal is a most admirable publication and deserves the patronage of all who have charge of Catholic schools. It meets a great want and meets it most admirably."

(Mt. Rev.) P. J. Riordan, Archbishop of San Francisco.

"I cheerfully recommend your Catholic School Journal for use in all our schools. It is instructive, entertaining and edifying."

(Mt. Rev.) Henry Gabriels, Bishop of Ogdensburg, N. Y.

"We cheerfully add our approval of The Catholic School Journal. A school journal has become a necessity for teachers, and conducted on Catholic lines it should be a welcomed visitor in every parish school."

(Mt. Rev.) Ignatius F. Horstmann, Bishop of Cleveland.

"The Catholic School Journal is highly appreciated by our school sisters who look eagerly for it. We did not just realize the need of such a journal till yours came and claimed attention. Success in your laudable work."

(Mt. Rev.) M. Tierney, Bishop of Hartford, Conn.

"The Rt. Rev. Bishop Cosgrove is well pleased with the Catholic School Journal and hopes that it will have the circulation to which both the intrinsic merit of the magazine and the cause for which it is published, entitled it."

Bishop Cosgrove, Davenport, Iowa.

"The Bishop is much pleased with the copies of The Catholic School Journal he has seen, and wishes you the support and the success you deserve for undertaking a long-needed work."

Bishop Chatard, Indianapolis, Ind.

RELIGIOUS EDUCATION—CARDINAL GIBBONS.

It is not enough for children to have a secular education; they must receive also a religious training. Indeed, religious knowledge is as far above human science as the soul is above the body, as heaven is above earth as eternity is above time. The little child that is familiar with the Christian catechism is really more enlightened on truths that should come home to every rational mind, than the most profound philosophers of Pagan antiquity, or even many of the so-called philosophers of our times. He has mastered the great problem of life. He knows his origin, his sublime destiny, and the means of attaining it, a knowledge that no human science can impart without the light of Revelation.

ENCOURAGE rather than discourage effort. A timely "very good" "yes" or "right" very often helps a timid or wavering pupil through the recitation. Avoid epithets and fine sarcasm. They leave stings long remembered.

* * * *

LET your class know as little as possible of the irritations of discipline. Keep flagrant cases of disorder from their knowledge whenever possible. Keep the best in scholarship and discipline as much in evidence as possible.

* * * *

SEAT pupils so that they are away from temptation. Sometimes two boys act as irritants on other. Judicious seating does not mean putting the wiggly bad boy in the front seat where all the class can view his wiggles. It may mean putting him in the rear seat where his contortions are lost to sight.

* * * *

DESKS should be kept in order free from waste paper. Paper and ink spots on the floor mark inefficient discipline. Hang pictures on the wall, have flowers at hand and make the school room beautiful. The reflex influence is all for order.

* * * *

TREAT parents courteously at all times. Defer to their wishes whenever possible. Never reflect on the parent in the presence of his child much less in the presence of a class. Notes and reports emanating from the teacher should be neat, correct and courteous.

* * * *

LITTLE Mary Dooley, whose mother keeps her home every time the baby is sick, every time she is sick herself, every time her grandmother comes to see them, and every other time as well, is not to blame. Perhaps the mother is not so much to blame. Many a tired mother with a houseful of children sorely needs the help of the oldest girl. So though we like high records of attendance and scholarship, let us study the conditions before we scold poor little Mary before the class.

* * * *

It remained for the modern scientist to awaken us to the existence of germs or every hand. We must not use slates because they are germ breeders, there is danger in common drinking cups, there are thousands of disease germs in the sweepings of every school room and old books are hot beds of bacilli. We know how an epidemic of whooping cough or measles will depopulate a school, and we are taught the necessity of rigid exclusion where the contagion of scarlet fever, diphtheria or other contagious disease appears in a family. Many a life-long invalid laid the foundation of long misery in some illy regulated, poorly ventilated school room where wretched plumbing and unsanitary conveniences invited disease and death. Better no learning than invalidism as a result of ignoring the laws of hygiene. Every teacher should make a study of the best way to ventilate without drafts, should see that the room is at a proper temperature, two feet from the floor and should insist on cleanliness in every detail and habit.

Safeguards in Moral Training.

Purity and truth—these two are at the foundation of character. If our schools are to make for character building we must safeguard the morals of the child. Better a thousand times is ignorance and innocence than learning and lubricity. In city schools where many children come from tenement homes the Superior and the teachers must at all times be on the alert to quarantine against the contagion of evil thoughts and impure suggestion. Little children catch measles, scarlet fever, whooping cough and other diseases in the primary schools, but who shall say how many diseased and poisoned souls and minds are chargeable to some teacher's neglect to exclude the black sheep in time.

No promise expressed or implied, should ever be violated. Every unfulfilled threat of punishment is a direct undermining of the truthful instinct implanted by the Divine Creator in the hearts of every little child. Many a little child is made a liar in its mothers arms by promises

of candy that never comes and threats of dire punishment that is never intended. The teacher who says "The next boy that whispers will be whipped" is in the first place an injudicious teacher, but becomes a trainer of liars when he fails to make good his threat. Let us hold strictly to our word. Slow to promising, certain to fulfill. Little minds are keenly sensitive to the flaws of those in authority. Especially anything that looks like partiality will shake their little faiths in truth and virtue. That such things as being "somebody's daughter" or having a pretty face can make naughtiness less naughty or laziness permissible, is at first beyond the comprehension of the democracy of childhood. But if such conditions obtain in schools there are sown the seeds of lying, pride, contention and corruption. Children are quick to find whether a teacher is "square" or not and any moral shuffling on his part is reflected in their later lives.

Examples in the most potent of all teachers and the teacher is not alone as an exemplar. Each child is a factor in determining the moral tone of the school and a class of children from homes of vicious parents, must of necessity make a hot bed of vice. Purity in such a school risks defilement and we can not insist too urgently upon safeguarding, on the play ground, in the closets, on the way to and from school and in every way the good from the evil. Parents have a duty here as well as teachers and pastors from their pulpits voice the necessity for constant watchfulness of the companionship of youth.

Writing the Sermon as a School Exercise.

A Monday exercise in a successful parochial school is a requirement that classes above a certain grade, shall write

out what they can remember of the sermon heard the preceding day. The results obtained are said to be quite remarkable. A number of pupils have developed an ability to write an almost verbatim report, and in all cases the attention to the instruction at the children's mass is greatly improved.

The habit of attention formed by this requirement helps in all other instruction work of the school. The mind becomes a receiver and classifier of information, with a view of returning it again in intelligible form. Scholarly habits are based on this power. As a result of this effort, greater language power is developed, new words are introduced into the vocabulary of the child and ideas on religious subjects are more clearly defined.

In the case that we have instanced the Reverend Pastor who gives the instruction at the children's mass, knowing that his discourse was to be filtered through some hundreds of little minds, took pains to arrange his sequences in logical order, speak clearly, briefly and to the point, so that what he said was more effective than it would otherwise have been.

Great language power is developed in this way. With smaller children the reading or telling of some simple story and requiring a reproduction in the child's best manner, makes a good beginning. All teachers use this idea in some form in their work. It is a means of fixing, making clear and definite, what is otherwise too often hazy verbosity. Facts of History, Geography or other subjects of the curriculum may thus be fixed in the child's mind at the same time that valuable training in language and memory work is being given.

* * * *

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SCHOOL-ROOM WORK

METHODS, AIDS, DEVICES



Language and Reading.

Seventh Grade Language Work

T. J. M'EVROY, IN N. Y. EDUCATION.

I. Reproduction.

In one sense all language work comes under this head, but I use the term again in its commonly accepted meaning. The reproduction of subject-matter in this grade can be considered a test review, and then every meritorious composition will be a convincing and satisfactory substitute for the oral expression so often heard, "I know it, but I can't tell it." In this connection we sometimes use material from the sixth grade reading lessons to test the pupil's retentive powers, and as a rule they do not find difficulty in recalling historic facts from "Ten Boys on the Road from Long Ago" and Montgomery's "Beginner's History," the two books used in that grade. Perhaps it is not necessary to indicate more in detail the material suitable for reproduction, inasmuch as teachers can make use of plant and animal lessons in connection with geography, interesting stories from American history, and correlated subjects from books of reference. All subjects selected, however, should have a general relation so that the evils of fragmentary work may be avoided.

In these exercises in reproduction I wish to emphasize the outline as a helpful means of overcoming difficulty in paragraphing. Some pupils will make every sentence a paragraph, while others show a tendency to put all their sentences into one paragraph. How can this be overcome? Select a book that is reliable in paragraphing, and study each paragraph carefully with the pupils. Then have them make an outline showing the principal thought and the subordinate thoughts, and also write a synopsis of each paragraph. If their work is done well they will see that each paragraph embodies a distinct idea; if their work is not done well, they should be taught how to study good English. Then from making outlines of good composition they can pass to the preparation of outlines for their own writing. But this transition is

not direct, nor is the power to do it a sudden acquirement. The guidance of the teacher is a requisite factor. In the conversational exercise preparatory to writing the compositions, the teacher should have the outline clearly in mind and then direct the children's discussions according to it. The pupils should copy the outline just as it is written on the board, and follow it in writing their compositions. The number of paragraphs is determined by this outline. For example, the introduction is one paragraph; the discussion or body may have three or four subheads, and each of these requires a paragraph; and, of course, the conclusion is another. Thus the teacher's preparation of the outline will obviate some difficulties, and later the pupils will make their own outlines, submitting them to the teacher for approval before the compositions are written. Following is an outline prepared by a seventh grade girl who is twelve years old:

"THE AMERICAN ROBIN."

- I. Introduction.
Description of the robin.
- II. Discussion.
 1. Habits.
 2. Usefulness.
 3. Treatment.
 4. Our love for the robin.
- III. Conclusion.
The robin shall be protected.

In accordance with what has been said, this composition has six paragraphs.

II. Dictation.

The pupils in the seventh grade should begin to be cautious in the use of English. They should, too, be mutually critical as long as they can do so in a spirit of friendship and helpfulness. While a teacher should strive to secure correct forms of expression in all the grades, here it should be insisted upon, whether the pupils understand the reasons or not. With this point in view it is advisable to make notes of the errors observed so that the dictation exercises in the seventh grade shall attain a maximum of application. The average pupil finds a sort of fascination in self-correction as soon as his attention is directed to the common inaccuracies in oral and written language, and this same feeling obtains in some degree whenever a pupil is appointed critic. The teacher who can wisely stimulate this condition of mental activity will secure two-fold results from her teaching.

The following correct forms are the kind that sev-

enth grade pupils can master:

It is I.
It is he.
It is she.
I saw him.
I did that.
Do as I do.
Whom did you wish to see?
May I leave the room?
Can I solve the problem?
I can learn if you teach.
Between you and me.
The pupil had to stay at home.
The book fell to the floor.
There are five grades here.
Rhetoric and grammar are the next studies.
You ought not harm another.
The first two in the class.
I know nothing about it.
This kind of exercise is valuable.
Do you understand those corrections?

III. Interpreting Thought.

It sometimes happens that the self-consciousness of a pupil prevents ease and freedom in writing; he feels the restraint of criticism and so he hesitates to express his thoughts on paper. He may, however, be willing and even anxious to talk freely; and, if so, the oral lessons on proverbs and maxims may prove an effective stimulus to energetic and persistent efforts in writing. Put eight or ten maxims or proverbs on the board, where neat and legible penmanship will invite attention. Then the exercise, if properly conducted, will serve as a test in reading, a review in spelling and punctuation, and a source of enthusiasm and healthy rivalry. Perhaps this kind of work may be better understood by giving the substance of thirty minutes' consideration to the following:

1. Riches have wings.
2. Rome was not built in a day.
3. Doing nothing is doing ill.
4. Never judge a book by its cover.
5. Faithful are the wounds of a friend.

This exercise was given in the seventh grade, where the average age of pupils is twelve years. When all desks are clear the pupils sit in position; when reciting they stand erect, with hands at sides; they realize that only their best efforts will be accepted, and so they voluntarily accept the conditions. The figurative meaning of the first saying demanded thought, and the word wings suggested flight. The idea of a canary bird came next; lack of care means loss of property—the escape of the bird. Then came the broader application regarding riches: penny savings, gum, candy and cigarettes, and the particular necessity of economy in school life. The second one was interpreted literally by some; others, however, applied it to our daily experience. Among the opinions expressed were these: We cannot do great things at once; we should work steadily; we should study some every day if we wish to become good scholars by and by; we cannot become great writers unless we do well in composition every day. Following these ideas of continued application, the next proverb makes idleness inexcusable. It carries a lesson to those who are accustomed to excuse their misconduct by saying they were doing nothing; and at least one of our boys has been led to see that his habitual self-defense is really self-censure. The fourth one was first taken literally,

then applied to poorly dressed pupils, and at last made to include people in general. The last proverb seemed the most difficult. Indeed, it was beyond their comprehension until the teacher suggested a line of thought by speaking of a parent's reproof or punishment. Then the pupils took up the discussion, applied the truth of the proverb to their own relations to one another, and finally showed a just and critical appreciation of the teacher's disciplinary duty to the school. The exercise as a whole brought out their ideas of economy, industry, persistence, charity, the scope and meaning of friendship. The pupils like this kind of work, and as long as the stimulation of thought can be accompanied by pleasure, the study of maxims and proverbs may be considered a valuable exercise in oral language training.

IV Reading.

Since good reading is the foundation of all successful study, it must be a preliminary requisite for good writing. It becomes, therefore, an essential part in language work; and although there is no excuse for poor reading in this grade, such conditions do exist, and the teacher must strive to bring up those who are deficient in this attainment. A child who cannot interpret the author's meaning will fail to secure the desired effects in reading the beautiful selections chosen for his grade. But reading can be and should be taught in every subject. Recitations and declamations are effectual aids, and such exercises should occur at least once a month. Studying, copying and memorizing poetical selections should be continued through all the grades. Specific mention of poems worth using is not needed; any teacher can easily find suitable selections. It is not advisable, however, to make a practice of using short poems as matter suitable for reproduction. The language of the poet cannot be improved by pupils, so let them memorize the poem instead of trying to reproduce it. There is another way that has helped us to make the reading interesting and valuable to the pupils. On Friday afternoons every pupil reads before his class a special selection that has been approved by the teacher. This gives variety to the work and also insures a thorough preparation which makes reading an effective contribution to language training.

Suggestions for Class Work in Spelling

Flash Method of Spelling.

In teaching a list of new words, it is helpful sometimes to select from the list the most difficult words and to write them on the blackboard, one at a time. Let the class study the word for two or three seconds. Be sure that the pupils can pronounce the word correctly. Then erase the word and after the pupils have spelled it orally, let them write it. The spelling of the word should be learned before the pupils attempt to write it from memory.

The writing of a word incorrectly has a tendency not only to weaken a pupil's confidence in his ability

to spell, but also to form a habit of carelessness in writing.

Rapid Written and Oral Work

Some teachers find it helpful after a written lesson has been graded to have a pupil go to the blackboard and, as the list of words is pronounced again, have these that were misspelled written on the board, placing after each the number of pupils who have missed it. Each pupil who has made a mistake should spell the word before it is written. These words should form a list for the daily and weekly reviews until the pupils have mastered them.

Troublesome Words.

A list of words that individual pupils find difficult should be kept in a separate list in the spelling note book and should be reviewed frequently.

Blackboard Reviews.

Occasional blackboard reviews are very beneficial. They keep up the interest of the pupil and strengthen his memory. Have pupils go to the blackboard and write the words on the board as they are dictated, the rest of the class keeping careful watch for misspelled words. This may take the form of a spelling match by having pupils chosen to represent rows or classes.

Pupils' Preparation

In studying a list of words, pupils find it helpful to group their words into groups of three, five, or more; then learn the spelling of one group and test their knowledge by writing it from memory. Such an exercise strengthens the memory of the pupil and keeps a definite aim before his mind.

Oral Spelling.

In oral spelling the word should be pronounced by the pupil before and after spelling it. He should also pronounce each syllable.

—Anderson, Ind., Public School Report.

Miscellaneous Language Lessons for Intermediate Grades

1. Learn to use abbreviations of the names of States as found in your geography. This knowledge is often needed in writing the heading or address of a letter.
2. Choose the story which you like best in your Reader and tell it to the class.
3. Find some short story in a book or paper which you have at home. Read it carefully, so that you can tell it to the class.
4. Write a letter to some friend asking him or her to go skating with you next Saturday. Tell your friend where you wish to go and what you mean to do.
5. Describe something which you have at home, and ask the other pupils to guess its name from your description.
6. Describe some house which you have seen. Tell where it is situated. Describe its lawn or yard. Describe the shape, size, and general appearance of the house. What do you like about the house?
7. Draw the picture which is suggested to you by one of the following sentences:
 1. The old house, shaded by aged elms, stood far

back from the street, as if keeping aloof from the hurrying crowd.

2. The wind blew a gale; the sleet hammered against the window. The venturesome traveler was blown along by the strength of the wind or fought hard to make way against it. Umbrellas were turned inside out in a twinkling and wrenched from the hands that strove to carry them.

The oriole hung its nest from the end of the longest branch of the elm tree.

8. Copy and read the following dates, using abbreviations when these are proper:

| | |
|--------------------|--------------------|
| January 1, 1899. | July 20, 1900. |
| February 15, 1876. | August 3, 1859. |
| March 9, 1759. | September 4, 1800. |
| April 13, 1756. | October 30, 1841. |
| May 30, 1890. | November 20, 1764. |
| June 24, 1365. | December 1, 1565. |

9. Write a note to your friend Mary Brooks, asking her to come to your house next Saturday afternoon to play.

10. Write all the rules you can remember for the use of capital letters.

11. Write from memory some poem which you have learned at home.

12. Tell, in writing, what each of the following articles is good for:

Wheat, leather, leaves, ax, cotton, gold, wood, knife, paper, snow, stone, jewel.

Remember to use capitals and marks of punctuation in their proper places.

13. Write ten sentences in which you use the names of places.

14. Cut ten pieces of paper to represent envelopes and address each envelope as you choose.

In each address you may use a title, and the abbreviation of the name of a State.

15. Describe your walk to school.

You may tell where your home is, and what you see or pass on your way to school.

16. Write a note to your teacher telling her what you saw on your way to school this morning.

17. Describe a visit to a blacksmith shop.

18. Describe some picture in your reading book. Choose a picture that you like, and tell what pleases you in the picture.

19. Write to your friend, Margaret King, living in Scranton, Pennsylvania, asking her to visit you. Tell her what there is of interest in your city for her to see and enjoy.

20. You have a friend who lives in another State and has never seen your home. Write to him, telling him about your school and your city and asking him to tell you about his home and school.—The Mother Tongue. Ginn & Co.

The Perfect Lesson Book

A successful teacher has this plan: She makes a book of different colored muslin leaves, pink the edges, covers it with heavy paper, and marks it in gold letters, "Perfect Lessons."

In this book she pastes the short lessons in spelling, numbers, and language of the primary classes.

It is an honor, not to be expressed in words, to have a paper in this wonderful book.—School Record.

Stories.

The Wasp and the Bee

A wasp, which was flying about in a garden, met a bee, that had come in to get some of the sweet juice of the flowers to make into honey.

The wasp said to the bee, "Well, Mrs. Bee, you seem to be very busy today."

"Yes," answered the bee, "I always find enough to do. We have a great many little bees in the hive to feed; and then, you know, we have to get ready for winter."

"My house is almost ready for winter," said the wasp; "but I shall not want food then, for when winter comes I shall die."

The Little Birds and the Crane

Six little birds lived in Germany. When the weather grew cold they said, "We will go to Africa for the winter. It is always warm there."

So they flew south, but soon came to a large sea. It is called the Mediterranean Sea. They sat down to rest.

"We must cross this sea in order to reach Africa," said one little bird. "I am afraid we can never cross it. Our wings are too small to carry us over."

"Perhaps a boat will come. Then we can perch on it and be carried across." So they waited a long time for a boat, but none came.

A large fish swam by. "Will you carry us to Africa?" called one of the little birds. "No," said the fish, "I live under water. If you get on my back, you will drown. Perhaps the cranes will take you over. They carry little birds across on their backs each year." And away swam the fish.

Soon the little birds heard a great noise. They

Three Sisters of Mercy Who Have Labored Together for Half a Century.



Mother M. Scholastica Drum.

Sister M. Angela Martin.

The Rev. Mother Genevieve Granger.

At St. Xavier's Academy, Chicago, a remarkable golden jubilee celebration was held Nov. 28, 29, 30. For fifty years Rev. Mother Genevieve Granger, Mother M. Scholastica Drum, and Sister M. Angela Martin have worked together in the cause of Catholic education. On the last day of the celebration, Archbishop Feehan, in recognition of their long period of

service, crowned them with wreaths of gold. The history of the Catholic Church records but one similar instance. In 1867, three nuns of the Carmelite order were crowned in Baltimore, for fifty years spent together in the service of the Church. We are indebted to the Chicago Tribune for the above cut.

looked up and saw some large birds flying by. They had broad wings, long beaks, and very long legs.

"Those must be the cranes," said one. "Yes," cried another; "see the birds on their backs. Here comes one who has not many birds to carry. Perhaps he will take us."

They called to him as loudly as they could. "Yes, I will take you. Jump on quick and hold tight," he cried.

They were on his back in a twinkling. Each held as fast as he could to the crane's back. He carried them safely to Africa.—The Story Reader, American Book Co.

The Dewdrop and The Blossom

One beautiful Summer morning a little Dewdrop awakened to find itself in the center of a lovely white blossom, in a field of buckwheat. It was sorry to awaken, for it knew it would not have long to stay in this pleasant place, and indeed it seemed inclined to grumble that morning.

"What can I do," it said to itself. "I will soon be gone, and no one will remember that I have been here."

"I shall," said a soft, gentle voice, the voice of the little white blossom on whose bosom the Dewdrop lay. "You are refreshing me wonderfully, you are so cooling and nice, and you are helping me get ready for the hot sun which is sure to come before long."

"You make me feel quite cheerful," said the Dewdrop, "with your words of comfort. But here comes the sun, and I shall not have long to stay."

Presently a little girl and her mother passed by that way, out for a morning walk. "Oh, Mamma," said the little girl, "see those lovely white blossoms! What a great field of them, and so sweet."

"Lovely indeed are God's blossoms, my darling," answered her mother, "and the dew on them sparkles like diamonds in the sunshine."

They passed on, drinking in the fresh, clear air, and the beauty of the scene. Then again the little Dewdrop heard and was comforted.

The sun grew hotter and hotter, and the Dewdrop, that had sunk deep down into the little Blossom, was drawn gently up by the rays of the sun, till it reached a cloud already filled with moisture. And then came the bees. Such a flying and buzzing as they lighted on the blossom, then darted up again, going from one to another in happy delight.

They lighted on our little Blossom, and one remained to drink all the sweetness she could find. Diving deep down into the very heart of the little flower, she filled her honey-sac full of nectar. Then she flew away to leave her honey with the ever growing store that was in the little house she called her home.

How hot the sun was! So hot that many people did not venture out, but stayed in cool, darkened rooms.

"Oh for the Dewdrop again," sighed the little Blossom, as she drooped her head under its piercing rays.

Presently the clouds began to look dark, then darker, as they sailed over the face of the sun, and a cool breeze sprang up. Then the rain began to fall; at first gently, then in larger drops, till blossoms, plants, and earth were revived and cheered.

"Showers of mercy," murmured the little Blossom, as she held up her drooping petals for the blessed drops. "The dew has surely come again."

And she lifted up her head and was thankful.

And our little Dewdrop, for it was there in the rain, heard again and she said: "How glad I am that I can help."—Hortense S. Cramer, in Child-Garden.

Number and Arithmetic.

Work in Cancellation

DAVID F. MEY IN SCHOOL NEWS.

From the fifth year thruout the course in arithmetic, pupils should be required to employ cancellation, wherever possible, in solving problems involving only multiplications and divisions. It should be evident, however, that there is no such process as "cancellation." It is only the application of the law that dividing a dividend and divisor by the same number leaves the quotient unchanged.

Where wood is used extensively as fuel, it is easy to find plenty of practical work in wood measure. If the wood is in a regular pile we measure the three dimensions in feet and divide the number of cubic feet by 128. The computation takes this form:

$$\frac{\text{length} \times \text{width} \times \text{height}}{128} = \text{No. of cords.}$$

Since cord wood is regularly four feet long, the width of a pile of cord wood is four feet; hence we may always divide the dividend and divisor by 4 and the expression becomes

$$\frac{\text{length} \times \text{height}}{32} = \text{No. of cords.}$$

The number of cords in a pile of cordwood equals $\frac{1}{2}$ of the number of square feet in the side of the pile.

In wood-yards, where wood is sawn into stove lengths, and "corded up" into neat piles, it is customary to call any pile 8 feet long and 4 feet high a cord, no matter how long the sticks are. So if wood is 16 inches long, such a "cord" contains only one-third of a standard cord.

When stone is sold at the quarries, 100 cubic feet is called a cord.

Practical Arithmetic

Get some building bricks. Have pupils measure the length, breadth, and thickness. Then have the bricks measured off in square inches and count the number on each face.

Ask how many inches on the flat surface, then ask the length and breadth. See if they can tell an easier way of finding the square surface than by counting. If not, ask the same questions in regard to the side surface, and if necessary the end surface, to try to lead them to see that the length multiplied by the breadth gives the square contents.

Represent surfaces on the board, and have them give the square feet, and at first prove by making and counting the squares. Draw a square one foot each way. Have it measured off in inches, and ask the square contents. How many square inches in one square foot?

Then represent surfaces of yard enclosures, so many

feet long, and so many feet wide, and tell them you want to find how many bricks it will take to cover them. See if they can tell the first thing to find out about the yard, then about the bricks. The yard is in square feet, but the bricks are in square inches; what must be done? Lead them to see that there must be some reduction before proceeding farther.

Let the pupils measure their desks, and find how many bricks to cover them; then the blackboard, platform, room, yard, etc. Have them accurate in measurement. Foot-rules and yard-sticks are needful.

When the pupils thoroughly understand finding the number of bricks for any enclosed space vary the operation by taking out a portion of the enclosure, also by adding a portion to it, and then combine the two.

Give a path around a yard to be bricked.

Have them consider how they are to measure and get the square feet, the corners may puzzle. They may take the four corners separately, or take two long sides and two short sides.

Let them find the number of bricks it would take if laid in the two different positions, as flat and sidewise.

From this lead them to get the number of yards to carpet a room, getting the square of one yard. Have them tell themselves if possible.

Then pass to papering a wall. Have them decide for themselves what parts of the room require to be measured; sometimes include ceiling in the papering.

These exercises will lead them to think, reason, and at the same time be interesting and business-like.

—The Educator-Journal.

The Number Story

(The following is a Thesis entitled "An Inquiry into the Teaching of Addition and Subtraction," by A. D. Yocum, presented to the Faculty of Philosophy of the University of Pennsylvania as a partial requirement for Doctor's degree.)

It has already been shown that the very general use of "number stories"—however valuable as a drill in language,—is unnecessary as a drill in the application of a generalized fact. If the child knows that 4 and 2 are 6, he knows that 4 oranges and 2 oranges are 6 oranges without ever having applied that particular abstract sum to the limited stock of objects which he has come to use in his number stories. Unnecessary so far as the sums and differences are concerned, as a means to application, the story even more than the use of actual objects, is uneconomical as a mode of repetition. If the child really visualizes as numbered groups the objects that he names—which will presently be disputed,—all that has been urged against objective repetition, is fully applicable, with the additional argument that the visualizing is unnecessary. If he merely visualizes unnumbered objects or associates the unfamiliar fact with the name of some familiar concrete thing, his repetition is plainly uneconomical. The argument that he will be more interested in the concrete has been already met. That the association of the unfamiliar with the familiar will result in its recall and so in its frequent repetition has also been shown to be improbable. It only remains to be demonstrated that even tho it is assumed that the child visualizes the objects used as addends or as subtrahend

and difference, he can not visualize sum or minuend as a numbered whole.

It is a generally accepted fact that but five or six objects can be simultaneously perceived, if indeed it has been satisfactorily demonstrated that even this number can be perceived simultaneously. It is possible thru training to perceive more than five or six objects instantaneously, but in all cases where this has been successfully accomplished, it seems to be as the result not only of a well-trained observation, but of an estimation so ready as in many cases to be quite unconscious. That is, the perception is in all probability successive and not simultaneous. Where the objects to be perceived have been so placed as to prevent so far as possible their separation into more or less definite groups, patient and persistent training has failed to increase the number of objects "simultaneously" perceivable. Hence it is obvious that the individual, looking at the group of objects which for the first time he has formed by the addition of say 8 to 9, can have no numerical concept directly arising from his perception of the group as a whole. It is not until he perceives it as four 4's and 1, three 5's and 2, or some other combination with which he is familiar, or until he has counted the objects composing it, that he knows it to be 17. That is, he infers its equality with the group resulting from the addition of two other groups, by perceiving that it may be exactly separated into those groups, or by counting proves it to be equal to 16 and 1. The only visual image, then, that can arise in his mind in response to the oral or visual "17," is not that of one group containing seventeen objects, but of a group composed of at least three other groups—as 6 and 6 and 5.

While it has yet to be determined to what percentage of those versed in elementary number such a visual image does actually present itself, it is evident that in the case of larger numbers, the increasing complexity of an image—no group of which can be greater than 6—precludes its presentation when the number which it would visually represent is seen or named. Even, for example, so small a number as 57 could not be visually represented by fewer than nine groups of 6 each and one of 3. It is perhaps safe to say that under ordinary conditions, in the case of the great majority of individuals, no visual, tactile, auditory, or kinesthetic image of a group of objects or sensations, rises in response to a number-name. And it may be asserted with still more certainty that no such reproduction is necessary to the number concept.

Two Points in Teaching Fractions

J. W. AGNEW, IN NORMAL INSTRUCTOR.

Reducing dissimilar to similar fractions is absolutely necessary in addition or subtraction of fractions, and unless the reduction can be made mentally it must be performed "in extenso." Ask a pupil to add 2 pens and 4 apples; then when addition of fractions is under consideration ask the same pupil to add $\frac{2}{4}$ and $\frac{4}{4}$ and write it in this way. His eyes are opened at once. He realizes under proper supervision, the

utter absurdity of adding unlike quantities; but in division or multiplication the reduction is altogether unnecessary and resorted to by good teachers only as an illustration.

Multiplication of like quantities can be performed only when the quantities to be multiplied have a recognized square unit, like feet multiplied by feet or other denominations of lineal measure. 2×4 is as absurd a problem as 2×4 pence. Then why introduce the absurd idea of like quantities or common denominators into division, when it is as unnecessary as "gilding refined gold" or "adding a tint to the rainbow." 4 may be multiplied or divided by an abstract quantity or divided by a concrete quantity of the same denomination, but can neither be added to nor deducted from a concrete quantity of a different denomination unless both can be reduced to the same denomination.

I think the following illustration will explain the inverted divisor without any reference to a common denominator and much more intelligently. My remarks will apply only to abstract quantities, concrete quantities being subject to the common-sense laws of division.

I will take as an example $\frac{3}{4} \div \frac{1}{8}$. Let us suppose, first, that we are required to divide $\frac{3}{4}$ by $\frac{1}{8}$; i. e., to find how many 8ths there are in $\frac{3}{4}$. The number of 8ths in any number, whether integral or fractional, is always 8 times the number itself; for instance, $1 \times 8 = 8$, the number of 8ths in one; $\frac{1}{2} \times 8 = 4$, the number of 8ths in $\frac{1}{2}$, and so on; hence the number of 8ths in $\frac{3}{4} = \frac{3}{4} \times 8$. But we are required to find the number of $\frac{1}{8}$ in $\frac{3}{4}$. Evidently, then, the number of $\frac{1}{8}$ in $\frac{3}{4}$ will be $\frac{1}{8}$ of the number of 8ths which is $\frac{3}{4} \times 8$.

Will Investigate Arithmetic Teaching.

The New York University School of Pedagogy (Washington Square) has undertaken an investigation of an intensely practical nature and one that is much needed.

It is proposed to discover whether children in the elementary schools are actually able to perform the reasoning necessary to master the work in arithmetic now required of them. The investigation the School of Pedagogy is entering upon differs from the other studies in this particular field in that it aims at discovering the child's attitude toward the rationale of arithmetic processes rather than toward the processes themselves.

The point at issue is illustrated by the following statement: There are two ways of learning to solve problems in arithmetic; one by blindly following the printed rules or given procedure, the other by seeing the relations in the problem itself. Thus in computing interest a child may simply learn that the rate of interest is to be written as a decimal of two places and as such multiplied by the principal and this in turn by the number of years or months, as the case may be. Thus he learns how to solve a complex problem by mere mechanical memory, or simply remembering what the successive operations are. A child so

taught could compute interest correctly and promptly in every case unless some unusual problem presented itself. But if he were required to specify the investment necessary to yield an income of \$1,000 when interest is quoted at five per cent. he would find himself helpless because he knew of no mechanical process to fit the new conditions. The second way of teaching interest will enable a child to deal successfully and intelligently with any problem that may come to hand. He is led to see that common fractions are only expressions of division, that percentage is only a way of writing fractions, and that interest is only an application of the general form of percentage. With such knowledge and insight any problem in interest is soon disposed of. But to do this the child must grasp the relation between the amount of a loan, the rate of interest, the time and the income in such a manner as to be independent of any mechanical process. In solving such problems he will know that he is proceeding properly because he is conscious of the relations of the things involved. He will know why the different calculations are made and will be certain of the result obtained. The former, or the mechanical way of learning, has been styled "learning by rule of thumb," while the latter is spoken of as "an appeal to reason."

Observation reveals that children in the elementary schools are very slow to perceive the relations of things in arithmetic as required by the reasoning method of teaching, but are very quick to learn the mechanical methods of computation. Even after they have gone thru the reasons for the process, they habitually fall back upon a mechanical process as a substitute. Teachers and parents are often provoked at the naive way in which a child will ignore their careful presentation of the relations and resort to some mechanical process without much certainty of it being the correct one. In this as in most other things, the child follows the method of "trial and error," viz., he tries now one way and now another until the desired end is reached. The adult is said to resort to such methods only when he must. As for example, if a ball be lost in a field the adult will seek it by systematically going over the ground, while the child will run here and there many times over the same ground, trusting to chance alone. That children and adults so differ is obvious.

Now the real practical pedagogical question is to find out whether the child follows his "hit or miss" mechanical methods from simple ignorance of a better way or whether he does so because his mind has not developed sufficiently to reason normally about the matter. Altho a great deal has been said and written on this question no one seems to have taken the trouble to find out which is the true statement of the case. Several special students in the School of Pedagogy will visit some of the best schools in the country to observe and test children in their arithmetic work. The investigation is under the direction of Professor Gordy.—N. Y. School Journal.

"A good deed is never lost; but he who sows courtesy reaps friendship, and he who plants kindness gathers love."

Geography and History.

THE COTTON INDUSTRY.

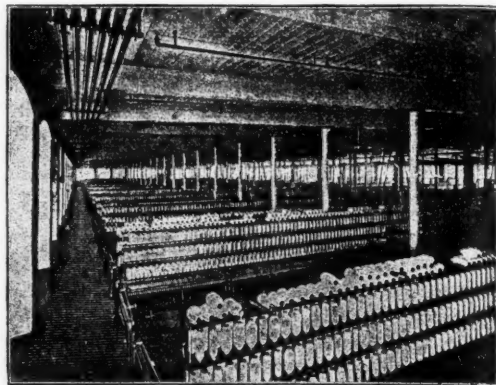
The United States raises three-fourths of the raw cotton used in the world, the crop netting more than \$400,000,000, and being valued in the finished product at \$2,000,000,000. The harvest season begins in Texas in September and creeps on up to the great cotton belt where Carolina negroes are sometimes singing between the cotton rows as late as Christmas time. From September to January the wharves of the Southern seaports are filled with cotton bales ready for exporting to the United Kingdom, Europe, Canada, Mexico, and Japan.

The Sea Islands, along the coast of South Carolina, produce the finest quality of cotton, known as Sea Island cotton, and used for threads, laces, and fine cambrics. The shorter staple upland cotton, grown in the interior of the cotton belt, is used abroad largely in manufacturing machine-made cotton fabrics, and is known as American upland, or simply American cotton. Its price in Liverpool, the largest foreign market for it, regulates the price of cotton throught the world.

Within the past twelve years large quantities of cotton have been imported into the United States from Egypt, where cotton of exceptionally fine quality, used for thread, fine yarns and underwear, is raised. The cheap labor in Egypt and the low water freights enable the cotton to be marketed in the United States at prices considered ruinous to our home industry. Southerners are anxious to have a duty of about three cents a pound put on all imported cotton. This duty, it is said, would make sufficient difference in price so that the long staple upland cotton could again be grown in South Carolina, where the Egyptian cotton has practically driven it out. For altho the Egyptian cotton crop is only about one-tenth as large as that of United States, at present, yet upon the completion of the great dams being constructed along the Nile, the cotton growing areas will be so increased that an addition of 1,000,000 bales annually probably will be made to the Egyptian crop. As it is now, 70,000,000 pounds were imported into this country last year and the Agricultural Department estimates that one bale of Egyptian cotton keeps four bales of the American product out of the market. Already at several places in South Carolina mills have been built to use Egyptian cotton only.

The South is expecting much from the isthmian canal which will bring the great Chinese market much nearer to the Southern ports. The new devel-

opment of trade in Southern cotton has been largely in the Oriental countries. China is the largest buyer of American cotton cloths and takes nearly half of our exports, most of them going to Shanghai for dis-



Mule Spinner.

tribution in the Yangtse Valley and the northeast provinces.

The growth of the cotton industry since the first experimental cotton crop was grown in Virginia, about the year 1600, has been remarkable. Cotton spinning and weaving have been great household industries for centuries, but were mainly transferred to factories about the beginning of the nineteenth century by the invention of the spinning machine, called a "spinning mule," that enables one man to attend to hundreds of spindles, by the power loom that abolished hand weaving, and by the application of steam to manufacture. There were not many cotton mills in the United States until after the Civil War. The aristocratic Southern planters grew and sold, only,

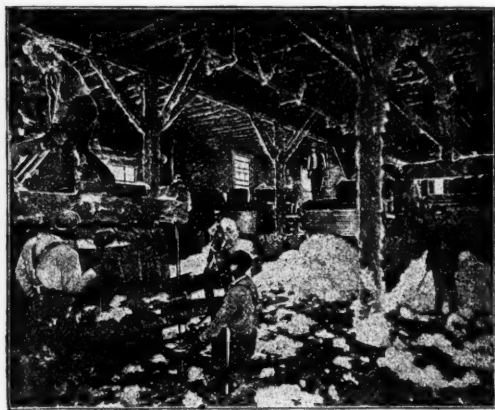


Cotton Palace at Charleston Exposition.

considering the money-making factory vulgar.

In 1834 the first cotton mill was built at Natchez. Between 1880 and 1890 alone capital invested in cotton manufactories in the South increased from \$21,000,000 to \$61,000,000. But the number of looms and spindles then at work were less than ten per cent of those in New England. Between 1890 and 1895 the cotton belt doubled its number of spindles and looms and in the next four years doubled the number again. Within a hundred miles of Charlotte, N. C., are over three hundred mills, operating in round numbers, 2,500,000 spindles and nearly twice as many looms as the entire South had some ten years ago. At Columbia

S. C., the mills that manufacture the raw cotton are actually surrounded by the fields in which it is grown and from which eight railroads carry the finished product. One of Columbia's mills, the Olympia, is said probably to be the largest and most perfectly equipped

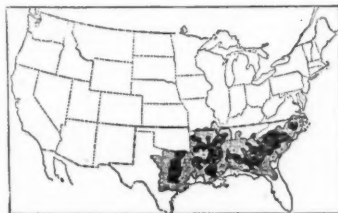


Baling Cotton.

in the world. It is asserted that the center of cotton manufacture in the United States has been transferred from Fall River, Mass., to Columbia.

After the cotton has been picked by the negroes in the fields it is taken to the cotton gin, the great invention of Eli Whitney, one hundred and eight years ago, where the fiber is separated from the seed. These machines are so constructed that a set of teeth on a revolving cylinder pull the fiber thru an opening too small to admit the passage of the seeds. In the carding-room of the cotton mill a series of combs cleans the lint of all dust and other foreign matter. Then the fiber goes to the spinning room where it is drawn out and twisted into a coarse, loose thread, and then, thru successive stages of twisting and combing, it becomes "yarn" ready for the dye vats. Afterwards the hanks of colored yarn are taken to the looms that weave them into daintily patterned gingham or zephyr. Finally the cotton, now a fabric, is starched, polished, and then automatically measured and at the same time folded into bolts.

In making the Cotton Palace the largest and most ornate building at the Charleston Exposition, the



Map Showing the Cotton Belt.

South has done honor to its great industry, which will there be shown in all its stages from the growing weed to the fine manufactured product.

Many large towns were built up in New England by the cotton industry, most all of them on streams where water power was utilized. Many cotton mills

now use steam exclusively. Massachusetts leads all the other States in cotton spinning and weaving, and the New England mills together consume about one-fifth of the total crop.

The cotton crop this year is estimated at 10,500,000 bales. Only a few years ago the cotton seed was used, if at all, only for fertilizing. Today it is considered the most wonderful by-product in the world, worth more than the cotton crop itself. Information as to the uses found for cotton seed may be had from a reading list in another column on the cotton industry, which also refers to the sad subject of child labor in the Southern cotton mills.

Method of History Teaching in Intermediate Grades

C. A. M'MURRY.

(From Northern Illinois Teachers' Association Proceedings.)

The Method of Oral Presentation.

We have called for a vivid and realistic presentation of a narrative and its setting by the teacher.

In one sense this is a heavy demand upon teachers, and one to which they are not much accustomed to respond. Skill, facility and tact in this line of exertion are acquired by most teachers slowly. It seems, however, to be a misapprehension to suppose that only the gifted few are capable of this kind of success. Those who are slow or halting in speech, or who have no "gift of gab," may be eminently successful. In truth the first and most important requirement of a teacher in successful story telling is to hold his tongue. He must, however, acquire skill in making facts and situations vivid to children. He must possess the magic wand which touches their imaginations so that they construct pictures that approximate the distinctness of reality. First, the teacher himself must possess feeling and imagination; he must see things with great distinctness and detail and he must find homely phrases, striking or amusing analogies, gestures and facial expression. Graphic sketches and outlines on the blackboard must be at his disposal. He must learn to exercise all his faculties with great freedom before a class. He must be quick in sympathy and ready to interpret a child's question or remarks. The previous knowledge of children, their home experiences, as well as facts remembered from books, must be called out in elucidation of the topic under discussion. But it is necessary to use these materials without allowing either teacher or pupils to be drawn aside from the main topic. The intelligent judgment and self-activity of pupils should be exercised at every turn in the story. They are stimulated by questions as to facts, causes, probable sequence, reasons.

A particular kind of preparation for such oral lessons rendered obligatory by the whole character of the work is the clear and definite arrangement of the story into a series of topics. It is not sufficient to read the story thru carefully so as to get a clear sequence of events and a memory for the facts. The teacher's mind should cast the story into a series of

unities or topics, each of which has a nucleus or center with a body of related facts which find their cause and explanation in this center. Each topic is projected as a unit in the mind of the teacher. It should be an essential link in a chain of important sequences. In the recitation each topic should be mastered before proceeding to what follows. As each topic is presented by the teacher and reproduced by the pupil, a brief outline may be kept on the board of the topics discussed, and this outline becomes the basis of all reproductions after the whole subject has been presented.

This power to get at the essential segments, or the pivotal points in a story is an excellent logical training for the teacher. He must see a series of events in their essential aspects, in their casual relation and in their relative importance. Such a careful analysis of a story into clearly distinct topics calls for a thoughtful digestion of the materials, which goes far toward a pedagogical mastery of a subject for teaching purposes. A teacher must learn to be thoughtful, logical, and clear-headed.

But if the teacher has learned to think sensibly and organize his lesson into prominent headings, which will stand a close logical test, it is clear that the children will be trained into logical and rational modes of thinking and study. Children will learn to do more than simply memorize. They learn to estimate and judge the value of the points discussed, to discriminate between the important and the secondary facts, to notice the proper relations and groupings of facts.

This series of topics upon which we have laid such stress should be expressed on the blackboard in the form of suitable words, phrases or short sentences. After a topic has been fully presented by a teacher, it is often well to ask the children for a brief phrase which suggests the gist of the matter. Some expression furnished by the pupils may serve for the heading, or it may be modified, to give a more definite and exact form.

The Reproduction by the Pupils.

When the teacher has done his full duty in a vigorous and clear presentation of the facts in a topic, his next duty lies in devolving the work of reproduction upon the children. It is for the pupils now to show how attentive they have been and how fully they can realize and express the ideas already presented. Let the teacher firmly decline to do the pupil's part of the work. Let him not pump answers from the children. The briefest possible questions or corrections or checks or signs of approval are all that is needed. Brevity and silence are the teacher's chief merits at this stage of the work.

The topic should generally be reproduced more than once; at first, perhaps, by one of the readier pupils, and then by two or three others. The children's reproductions will show misconceptions that must be corrected by other pupils or by the teacher. Still further explanations may be given by the teacher after the child's work is finished. We can not be satisfied with anything short of a thoro appropriation of the facts as at first presented. It will pay to stick to one topic till the victory is complete. The children have no books to study and if they ever get the facts

they must do it now. The welding must take place while the iron is hot or it will never be done. Close attention is indispensable in this work, and if it can be first secured by the teacher in the class-room its effect will be felt in their home and private studies. If children dawdle when studying at home it is partly because they are allowed to dawdle during recitations at school.

One of the incidental advantages that spring from oral presentation and reproduction of history stories, is a straightforward, forcible use of good English. But many corrections of faulty words and phrases are made necessary. These corrections may be made quietly by the teacher without seriously interrupting the pupil's course of thought. Our primary aim, however, is not language drill, but the culture that lies in history.

After a series of topics has been worked out with alternate presentation and reproduction, it is in place to call for a full narration of the whole subject by one or more pupils. The brief outline on the board ought to be sufficient to guide the pupil without questions from the instructor. Success in this reproduction is a final test of the mastery of the story. The topics presented one day, however, should be reviewed the next day by the students, and this repetition continued until the mastery is felt to be satisfactory.

The children should keep a blank book, such as an ordinary composition book, into which the outlines developed may be copied by the children once or twice a week. It should be done in ink with great neatness and care, and these outlines may serve well at the close of the term for the final review and reproduction.

Geographical Topics for Seventh Grade Classes

These topics should be studied in connection with the regular geography work:

1. Rome as an ancient city.
2. A trip thru the Alps.
3. A trip up the Nile.
4. A day in London.
5. From Joppa to Jerusalem.
6. Famine in India.
7. A trip on the Mediterranean, touching at the following cities: Marseilles, Venice, Trieste, Athens.
8. Florence—Fine arts in Italy.
9. Liverpool docks.
10. Silk manufactories of Lyons.
11. A linen manufactory at Belfast.
12. Ship yards of the Clyde.
13. A trip up the Rhine.
14. Tea raising in China.
15. A coffee plantation in South America.
16. Visit to St. Petersburg or Moscow.
17. In the Boer country.
18. Japanese games.
19. Japanese art.
20. Siberian Railroad.

—Public School Report of Anderson, Ind.

Nature Study.

A Winter Study of Birds.

NELLIE MOORE.

A fallacious idea obtains that when winter comes, killing the leaves and flowers, hushing the hum of insect life, driving some of our wild animals into their underground homes safe from storm and cold, and wrapping others in their long winter's sleep called hibernation, therefore nature study, so far as field work is concerned, is at an end; while the fact is, if you do but manage it right, this is the best part of the entire school year to get your pupils interested in a very pleasant and profitable line of nature study, that of bird life.

Advantages.

Nowadays there is much said about teaching patriotism in the public schools. Here is a fine opportunity to act as well as talk, since patriotism is defined as "devotion to the welfare of one's country." In that sense, one of the most patriotic enterprises in which you can engage your pupils this winter is to so interest them in our native birds that they will be willing to promote their country's welfare by giving a little thoughtful care and aid to the birds which Chapman, in his admirable "Bird-Life," terms "the feathered protectors of our farms, gardens and forests, requiring so little encouragement from us—indeed, asking only tolerance—that we accept their valuable services as we do the air we breathe. Yet we may be in debt to them past reckoning."

In the same work, which is one of the best guides to the study of our common birds now published, issued by the Appleton Co. in a special teacher's edition with full page plates, and in addition to these fine illustrations a portfolio of colored plates to be purchased separately at one's convenience, Mr. Chapman presents some idea of the great and good work our feathered friends are doing for our country. He says:

Leading entomologists estimate that insects cause an annual loss of at least \$200,000,000 to the agricultural interests of the United States. The statement seems incredible, but it is based upon reliable statistics. This, of course, does not include the damage done to ornamental shrubbery, shade and forest trees. But, if insects are the natural enemies of vegetation, birds are the natural enemies of insects.

Consider for a moment what the birds do for us any summer day when insects are so abundant that the hum of their united voices becomes an almost inherent part of the atmosphere. Even in the winter their good work goes on vigorously. You will find them attending to the tree trunks and limbs, carefully examining each inch of bark for insects' eggs and larvae, or excavating for the ants and borers within.

As destroyers of the seeds of harmful plants the good done by the birds cannot be overestimated. From late fall to early spring, seeds form the only food of many birds, and every keeper of cage-birds

can realize how many seeds a bird can eat in a day. Thus, while the chickadees, nuthatches, woodpeckers and some other winter birds are ridding the trees of myriads of insects' eggs and larvae, the granivorous birds are reaping a crop of seeds which, if left to germinate, would cause heavy loss to our agricultural interests.

So, if you wish your children to be patriotic in the sense of considering the welfare of our country, get them interested in caring for the feathered protectors of our fields, orchards, and forests, at the beginning of the winter when the comparative scarcity of food forces birds to forage actively for provisions, and when a supply is found they are apt to remain till it is exhausted. If they discover that you are thoughtfully providing them a regular supply you will not need to buy rubber boots, mackintosh, and the rest of the wardrobe one naturalist advises, to tramp out into the wilds and waste places in search of the birds. They will gladly come to you; for, as that eminent authority before quoted explains, their winter wanderings in quest of food lead them over large areas; so, at this time of the year, our dooryards and orchards may often be visited by species which, when food is abundant, do not leave their woodland haunts. They will be pleased to call again if only you are considerate enough to give them the right kind of invitation.

Instead of this being "the winter of your discontent," start early to make it the pleasantest, brightest your children have yet known, one never to be forgotten because of the delightful acquaintances they formed among our friends in feathers. How much that may mean in keeping life from growing dreary and barren in the busy years to come, who can estimate? Much is said about the work of the common schools being practical enough to prepare pupils for life. This is one of the best preparations you can give them for real life, not a mere existence so absorbed in the routine drudgery of the workaday world they see nothing outside of that, and are blind to the beauties and marvels of nature about them. If for such profitable pleasures their eyes are not opened by you, many of them never will be. Don't let your pupils leave you with eyes that see not, and for this good work the time is indeed short.

Attracting the Birds.

The children of Scandinavia are taught to do this. Travelers in Norway say the birds are not disturbed there so they come freely about the houses, even venturing inside for food and warmth when it is very cold, since no one frightens them or tries to catch them. In some places in Europe a sheaf of grain is put up for the birds where they are safe from their enemy, the cat. What other children are taught to do for the birds you can teach yours. You can even get them so interested they will gather sheaves of weed seeds and store them away out of reach of mice and rats. Thus, not "killing two birds with one stone," as the old saw puts it, but saving two by one good deed—feeding the farmer's feathered friends, and destroying his enemies, the weeds.

For this good work, done as a true patriot considering the welfare of our country and the pleasure and profit of our future citizens now young pupils, you will

find some excellent directions in Lange's "Our Native Birds" (The Macmillan Co.) or Olive Thorne Miller's "First Book of Birds" (Houghton, Mifflin Co.), two as serviceable volumes for every day use as you'll be apt to obtain among the inexpensive bird books; for there are bird books and bird books, and still more to follow, so you may want to invest your dollar where it will bring you the best returns. For that small sum, in either one of the two books, you get an authority worth quoting. Mrs. Miller is believed by some to have done more than any other person now living to attract the attention of our American people to a pleasant and profitable acquaintance with our friends in feathers, and has written so entertainingly that your children will become interested in five-minute readings at opening exercises or, better still, at close of the afternoon session, to serve as an eye-opener while they are going home from school.

Lange, the author of "Our Native Birds," for some time has been instructor in nature study in the St. Paul public schools, and knows what teachers

cats, if not your own, your neighbors; and your children who are interested enough to construct such a safeguard will get more real nature study in their own door-yards than you could give them from all the books you could well afford to buy; for nature is not found in books, the best of them can serve only as guides. Some such good guides you should have among your own books, where you can lay your hands on them when wanted, not in some other library out of your reach the moment needed. But, after all is said and done, or bought and read, if you cannot get your children to making their own investigations out doors in nature's realm, your nature work is not just what your children need.

Some Early Winter Nature Study

N. M.

A fallacious idea prevails that spring is the time for any school work pertaining to botany. The present is the best time to study the most important work of plants, comprising their wonderful arrangements for preserving their life in some form thru the rigors of the winter. Set your children to work at this without delay. Do as little as possible yourself while you get them to do as much as possible. "Masterly inactivity" on the teacher's part is good training for pupils.

Because plants are rooted and cannot move about, nor can they communicate ideas by sounds, most people think they have no intelligence tho your pupils may draw different conclusions from the study of such specimens as you have them gather to learn how abundantly the parent plants have provided both food and clothing for the baby plants wrapped up warm in seeds and buds, and how they have prepared some of their seed children for strange journeys to new homes.

The baby leaves, or buds, in their winter wraps were discussed in the last issue of *Intelligence*. Seeds must be treated briefly in any one article; but further helpful material can be found in "Seed-Travellers," by C. M. Weed, and Beal's "Seed Dispersal," prices thirty and forty cents respectively, both published by Ginn & Co., excellently illustrated and adapted to grades five to ten. While they are accurate and scientific they are so interesting as to leave vivid impressions and arouse enthusiasm for further work, which is just what you want for your children, and these are just such books as you need for both present and future nature study.

Seed Protection.

Have the children bring a few such seeds and nuts as are covered with a husk or bur for protection, noticing difference between the burs that merely protect and those the plant has put upon its seed children to enable them to travel away from the place where the parent plant lived.

One of the best protective coverings is the prickly bur of the chestnut, protecting it from squirrels and



A FEEDING HOUSE FOR BIRDS.

From Lange's "Our Native Birds," The Macmillan Company.

need. Among other good ideas this author presents is the device shown in the picture which your boys will be pleased to make. Once get them interested and broomsticks, now regarded as one variety of women's clubs, will be liable to rise above par in your neighborhood.

This simple, home-made contrivance will secure some good results: The birds can eat in safety from the

other animals until the nuts are ripe when the bur opens of itself. Your children will be pleased to notice the soft velvety lining inside the bur, like beautiful thick plush, that forms a cushion for the young nuts.

The hard shell of some nuts protects the seed within during the winter till it breaks in the spring as the growing seed pushes its way out into the warm light. Inside of such shells is a thin tough skin to further guard the tender seed. This inner skin is very apparent in the thin-shelled peanut and almond. Walnuts and hickory nuts are further protected by a bitter outside husk, and the thick shell has hard partitions thrown about the tender seed.

Seed Dispersal.

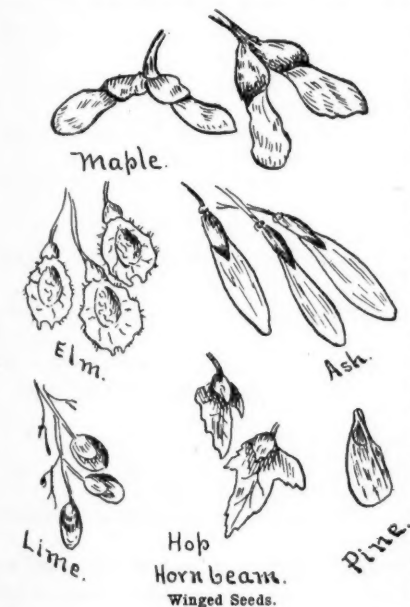
Some of the ways in which plants prepare their seed children to travel will interest your pupils who have already learned that when the well-protected nuts are ripe they are gathered by squirrels and stored in their holes for the winter. Thus many become scattered far from the parent tree and in the spring will start new plants. Two other methods of seed dispersal should be noticed at this time of the year.

SEEDS CARRIED BY THE WIND.

Here are some pictures of seeds prepared to travel

on the wings of the wind, which can be readily outlined on the black board or, better still, on sheets of manilla paper to be preserved for future use.

Your children can easily gather the milk weed pods, the seeds of which are widely spread by means of feathery hairs. These little nests of seeds with



their silken hair are attractive objects for teaching both seed protection and dispersal. The children may be able also to find the clematis, often used for trimming because of its gray plumes of feathery fruit. Another good illustration of wind scattering is the cat-tail head. Surely all of them can distinctly remember how the dandelion seeds look when ready to be blown away on their wind journey.

SEEDS SCATTERED BY ANIMALS.

As examples of those seeds that travel about by fastening themselves to passing animals, human beings included, the children can readily find an abundance of teasel, cockle burs, burdocks, and our ancient enemy the bur marigold rich in names the origin of which is obvious: bootjacks, beggarticks, stick-tights,

pitchforks, beggar needles. It is no trouble, tho in another sense it is considerable trouble, to make the acquaintance of these disagreeable frequenters of neglected roadsides, fields, and gardens, that stand like highway robbers armed with hooks and spears to attack the unwary passer-by; and, like tramps are always ready to "catch on" for a "free ride."

Study one of these, the bur marigold, a very common weed with its many seeds in a cluster, and each cluster bristling so with awns that if you brush against but one of these plants the awns pierce your clothing and their barbs hold on so tight there soon may be hundreds of their bootjack-shaped seeds sticking fast. When you clean them off, if you are as thoughtful as you teach your children to be, you will carefully throw them in the fire instead of carelessly scattering them over the ground to spring up and trouble others.

Have the children look closely at one of the bur marigold seeds to notice its structure. Follow these

suggestions Weed makes in his very practical and entertaining "Seed Travellers:"

"See the ribs extending up and down along the sides, and notice particularly the sharp-pointed hooks curving backward toward the base. See how these ribs project up beyond the seed as spines provided with recurved barbs. If you touch these barbs to a piece of cloth they will "stick tight," hence this term as their common name.

"It is easy to see how this arrangement is useful to the plant in getting its seed dispersed. Instead of calling on the wind to waft its seeds far and wide, the bur marigold makes the beasts of the field its burden bearers. These "stick-tights" will take firm hold upon the hair or fur of almost any of the larger animals, many of which under the conditions existing in previous ages of the world when our plants were developing, roamed about in just the situations where the bur marigold is most at home. So, also, they do today, tho mankind has interfered in the older settled regions to render communication by such animals between regions far apart more difficult than formerly."

Many wild animals unwillingly carry about such seeds; tho, as best they can, they remove what they are able to with claws, hoofs, or teeth. How troublesome that process must be for the poor beasts your children can judge after having once cleaned their own clothes with the aid of five nimble fingers and a clothes brush. Tame animals are also pressed into the disagreeable service of scattering these troublesome seeds; and those of your children who have learned to use their eyes have often seen such seeds sticking to the fleece of sheep, the hair of dogs, and the tails of cows and horses.

The foregoing is only a start in these subjects which can be made so interesting to your children you may want to look up the matter for further pleasure and profit, and thereby know you are a good teacher, leading your pupils to want more nature study, not only in books but in the world of wonders about them.



FIG. 224. Seed of bur marigold, "bootjack."



FIG. 225. Fruit of cocklebur with hooked appendages.



A Christmas Drama

HELEN M. SEDGWICK.

A Cure for Loneliness.

[For children at home or at school.]

CHARACTERS.

GRANDMOTHER.
AUNT ELIZABETH.
MATHILDA,
JEANNETTE,
MARY,
ALFRED,
HARRY. } Grandchildren:
LAME BOY and SISTER.
MRS. GREEN and HAZEL, her daughter.
MISS JOHNSON, the school teacher.
MRS. MARTIN.
FRED and WILL, two school boys.
MR. BROWN, as Santa Claus.

SCENE I. Room at Grandmother's house. Curtain discovers GRANDMOTHER knitting, AUNT ELIZABETH setting table for two and furtively wiping her eyes.

Elizabeth.—What shall we have for supper, mother?

Grandmother.—Bread and butter and tea are enough for me. I'm not hungry tonight.

Eliz. [Sadly]—Nor I. [Stands looking at table and wiping her eyes.]

Grandmother.—Daughter, I believe you are crying. What is it?

Eliz.—Well, not exactly crying, mother, but—I was just thinking.

Grandmother.—Yes?

Eliz.—I'm lonesome, that's all. At Christmas time it is so hard to be alone this way.

Grandmother.—Yes, dear, I was just thinking that as I sat here. Christmas is not Christmas when we are so lonely and it was once so different.

Eliz.—Wasn't it gay when all the rest were here—Tom and Guy and Mabel and Rob? And there [pointing] we hung our stockings and—Oh, how full they were in the morning! And the dinner! The table was big then.

Grandmother.—And now they're all gone but you, daughter, and having gay times in their own homes with their own children.

Eliz. [Goes on laying table]—Mother, isn't there

something we can do to be a little gay and happy? The day after tomorrow is Christmas, you know.

Grandmother.—If there were only some poor people whom we could help—

Eliz.—But there are none in this little village. I thought them all over carefully today.

Grandmother.—We'll just have to do our best alone, then, Elizabeth, and perhaps—just hear those sleigh bells. How gay they sound! So few people drive down this quiet street. Why, I believe they are stopping here!

Eliz.—Some one must be coming. How very odd, and just at supper time, too.

[Sound of talking and laughing at door and a knock. Elizabeth opens door and five children enter. They are cloaked and wrapped as if for a journey and carry bundles and valises.]

Grandmother [Surprised]—Why! Who's this?

Mary.—Have we grown so much that you don't know us, Grandma?

Harry.—You know who we are, don't you Aunt Elizabeth?

Grandmother.—Why, bless your dear hearts! Of course I know you. You must be Tom's and Guy's children.

Children.—Yes, that's right.

Alfred.—We thought we'd surprise you.

Eliz.—Well, you certainly did surprise us.

[Children take off wraps and lay down bundles while Mathilda answers.]

Mathilda.—You see our fathers and mothers had to go away from home and they didn't know what in the world to do with us, until we suddenly thought of you and we just begged and begged and finally they put us all on the train and we came.

Jeannette.—There wasn't time to let you know, so we surprised you.

Alfred.—I think we nearly surprised ourselves.

Mary.—And we brought all of our Christmas things and all sorts of funny looking bundles that the papas and mamas gave us and that mustn't be opened until Christmas.

Eliz. [Who has been bustling about taking charge of wraps, etc.]—And where did your parents go?

Harry.—Oh, Papa and Uncle Guy had to go South on some business and Mama and Aunt Cora wanted to go, too, but they thought they couldn't.

Alfred.—On account of us, you know.

Grandmother—But you persuaded them.

Alfred—Yes, and my, but we're glad we did! We're just going to have a jolly time!

Grandmother—I hope so, I'm sure.

Eliz.—I'm sure so. I feel jolly already.

Mary—We had so much fun on the train and everybody was so kind to us.

Jeannette—And we had a lunch in a box!

Mathilda—You haven't had your supper yet, Grandma, have you?

Eliz.—I think we're almost too happy to eat.

Jeannette—No, you must eat. You sit down and we'll all wait on you.

Harry—Yes, that's right. We're not a speck hungry ourselves. Are we?

Children—No!

Alfred—I shouldn't think you would be after all those bananas.

[Children laugh and gaily escort Grandma and Aunt Elizabeth to their chairs. Mathilda goes out and brings in the tea pot, and they all bustle about, hanging over the two chairs and passing bread, etc., much oftener than is necessary.]

Mary—Have some bread, Aunt Elizabeth. Grandma, you have some bread.

Mathilda—I'll pour the tea.

Jeannette—And I'll put in the sugar. One lump or two, Grandma?

Grandmother—Not any, thank you.

Alfred—Let me sweeten Aunt Elizabeth's.

Eliz.—Two lumps, then.

Harry—Have some jam, Grandma, I'm sure it's good.

[Finally children take seats about the room. Grandmother and Elizabeth go on with supper.]

Mary—What were you going to do on Christmas if we hadn't come?

Grandmother—Nothing, I'm afraid. We were just mourning because we were so lonely.

Mathilda—We would have been lonely—dreadfully—if we had stayed at home.

Alfred—Nobody's lonesome now.

Eliz.—I'm sure we're not. I wish no one else were.

Mary—I wish we might keep somebody else from being lonely.

Jeannette—Can't we—some way?

Harry—Lets.

Alfred—How?

Harry—Are there any lonely people in this town, Grandma?

Grandmother [Doubtfully].—Ye—es—Yes. Now I think of it, there are, I'm sure.

Eliz.—Yes, but I was too selfish to think of them.

Harry—Mayn't we invite them here to be jolly with us?

Grandmother—Yes, dear child, of course. For Christmas eve, do you mean?

Children—Yes! How jolly! Won't that be fun?

Eliz.—Let me think. There is—

Grandma—Mrs. Green, the widow, and her little girl. They must be rather lonely.

Eliz.—And the lame boy and his sister who live in that little brown house. The girl works at the store, you know.

Grandma—Yes, and little Mrs. Martin who bakes bread and pies to sell. She always looks happy, but

she must be lonely, all alone at Christmas time.

Aunt—And Miss Johnson, the school mistress.

Alfred—That's fine. Let's go out and invite them.

Everybody—All right.

Mathilda—How can we? We don't know where they live.

Eliz.—I'll show you. Who wants to go with me?

Children—I! I! I!

Eliz.—It's to be your party, not mine, but I scarcely think you need all go.

Jeannette—Harry thought of it. Let him go.

Alfred—And Mary. Everybody wants to do what she asks.

Eliz.—Very well. Come, then. I'll wash the dishes when I come back.

Mathilda—We'll wash them while you're gone.

[Aunt Elizabeth, Mary, and Harry put on wraps and hurry away. Mathilda and Jeannette begin clearing table, and Grandma picks up knitting.]

Alfred [Standing near Grandmother's chair].—Grandma, do you know any very good stories?

Grandma [Smiling].—Yes, one very good one. Once upon a time there was an old lady and her daughter who lived together and were very lonesome. Christmas was coming, and—

CURTAIN.

SCENE II.—Christmas eve. Curtain discovers the children finishing decoration of room. Festoons of evergreen, etc. ELIZABETH, helping; GRANDMOTHER, looking on.

Harry [Fastening a spray of evergreen].—There, that's done. Anything else?

Eliz.—No, I believe that is all. How pretty it looks.

Mary—Oh, I can hardly wait! Won't it be jolly when they all come?

Alfred—This room will be pretty full then.

Mathilda—I think it will. How many did you say are coming, Mary?

Mary—Oh, I don't know. I haven't counted.

Harry—All those whom Aunt Elizabeth suggested are coming, and two boys besides.

Eliz.—I thought of them afterwards.

Grandmother—I believe I hear some one coming now.

Children [Jumping up for joy, clapping hands, etc.].—Oh, goody!

Jeannette—May I open the door?

Grandmother—Yes, dear. Elizabeth, perhaps you'd better introduce our guests and the children and I will welcome them to our home. (Straightens hair, etc., and goes to door. Knock.)

Enter MRS. MARTIN with bundle.

Grandmother—Mrs. Martin, I am glad to see you.

Eliz.—Children, this is Mrs. Martin who makes such delicious pies to tempt you

Mathilda and Alfred—Merry Christmas, Mrs. Martin.

Mrs. M.—Merry Christmas to all. What a beautiful sight—so many children together! All cousins and brothers and sisters, you said. So kind of you to remember a lonely body like me. Here, my dear [To Mary] put this bundle with the Christmas things, and be careful. It's fresh p— there! I nearly told, but never mind.

Eliz.—Children, put the bundles out in the hall—un-

til after a while. How kind of you, Mrs. Martin!

Mrs. M.—Oh, no! And am I the first one here?

Harry—Here comes some one else.

Jeannette—It sounds like a good many people all together.

[Another knock. When door is opened enter Mrs. GREEN and HAZEL, and lame boy and sister. During all of this second scene, as in the first, a great deal of "stage business" should be introduced—shaking hands in welcome, taking wraps, offering seats to guests, etc.]

Mrs. Green [As she takes off her bonnet.]—Such a time as I had to get these children to wait until after supper! They were sure they would miss all the fun if we didn't hurry.

Hazel—Has the party begun yet?

Eliz.—It's just beginning.

Grandmother—How Christmasy everybody looks with so many bundles.

Harry—We asked them all to bring what they had ready to give each other and give it here.

Mary—That was Auntie's plan.

Alfred—And Auntie's plans are always all right.

Lame boy's sister—We think this whole plan is beautiful.

Lame boy—Yes, indeed we do.

His sister—We were so lonely, in spite of trying not to be.

Alfred—Here come some others. I believe they must be Fred and Will.

Hazel—We saw them running down the street when we came.

[Another knock. Enter Miss Johnson and two boys.]

Miss J.—Merry Christmas! Merry Christmas, every one!

All—Merry Christmas!

Will—What a jolly crowd! We meant to be earlier, but—

Fred—We went after Miss Johnson and that took us out of our way.

Grandmother—We wondered if you would object to coming so far alone, Miss Johnson, I'm glad you had company.

Miss J.—Yes, the boys brought me here on their sled and I almost forgot I wasn't a little girl.

Eliz.—Every one is here now, I think.

Haz l—Then let's begin the party.

Will—Isn't Mr. Brown coming? I heard him talking to Mrs. Taylor at the store and I heard him say something about this party and then they saw me and stopped and laughed.

Mathilda—No, he isn't coming, unless he surprises us. Come, what shall we do first?

Alfred—Let's sing that song we learned at home.

Mathilda—All right. [Turning to guests.] Its— [Any Christmas song may be used.] Do you know it?

Will—Yes, we learned that at school.

All children sing.

Grandmother—How very pretty!

Eliz. [Clapping hands.]—Good! Good! Now, what is next on the program?

Mary—Let's play a game and everybody play.

Children—All right.

Harry—Grandma and everybody.

Jeannette—And Mrs. Green.

Hazel—And Miss Johnson.

Grandmother—Oh, I'm too old.

Mrs. G.—The idea.

Mrs. M.—Whoever heard the like?

Eliz.—Nobody's old at Christmas time. Come on. I'm ready. What's the game?

Children—Yes. Come on.

Harry—Jeannette has made some new words to an old tune.

Alfred—It's a jolly game, too.

Mathilda—It goes this way. [Hums tune to "They Kept The Pig in the parlor."]

Mary—Come on. You'll soon learn.

[They play "Kept the Pig," etc., using the words:]

Oh, we all feel jolly at Christmas!

We all feel jolly at Christmas!

We all feel jolly at Christmas!

And Christmas time is here.

[All stop, laugh, older people wipe faces, fan themselves, etc.]

Mathilda—Now let's—

[Sound of sleigh bells, whistle, stamping of feet, etc. All look at one another in astonishment and listen intently.]

Harry—Maybe that's Mr. Brown.

[Door opens. Mr. BROWN, as Santa Claus, enters.]

Children—Oh—h—h!

Jeannette—Why, its Santa Claus!

Mary—And he's picked up all our presents and put them in his pack, I do believe.

Lame Boy—Now give us our presents, Santa, I'm in such a hurry.

[Children crowd around Santa with signs of delight and wonder.]

Santa—Not until you sing for me.

[Children sing some Christmas song.]

CURTAIN.

Telling Pupils Their Marks

"No, I never give back examination papers; the pupils always want to know why they are marked so and so, and it makes no end of trouble."

"What in the world are you here for?" was the question that rose to my lips when I heard this remark. As if the very purpose of a written examination was not that a pupil may find out where he is ignorant of the subject he is studying and correct his errors! Too much trouble to explain the marks! Did you do all the examining and marking simply for the sake of putting some figures down in a record book? If you did, then heaven help your pupils! You never will.

No, a mark, whether it be in letters or figures, whether it be given for oral recitation or written test, a mark that cannot be explained and justified to any ordinarily intelligent and fair-minded pupil simply should not have been given at all. Pupils have a right to know how they stand and why they are lower than somebody else, and it is the teacher's business to see that they do know these things.—School Education.

The Institute.

Lectures on Primary and Grammar Grade Work.

By Dr. EDWARD McLOUGHLIN.

(Reading in the Grades—Continued from Last Month.)

In the sixth, seventh and eighth grades, the plan is the same. I still should hold at times to the teacher telling the story, but not so many stories in the seventh and eighth grades as in the fifth and sixth. Neither should I tell the story of every selection. Don't think that I mean that you should tell a story in every case, but in many cases. Wherever the selection does not admit of story-telling, the first part of work is "drill upon words."

You want your pupils to read "Paul Revere." Better to read it, after the pupils have some knowledge of Paul Revere. A seventh grade pupil might study Paul Revere. Tell the story. Pupils not acquainted with the history cannot understand Paul Revere. That poem is simply a patriotic historic tale of Revolutionary times. I should tell the story of the British occupation of Boston, how the soldiers conducted themselves, how the trouble originated—how the citizens, believing that a time was coming when it would be necessary to protect themselves, were led to strike and bleed for freedom. How they began to store away powder and ammunition, here and there, out in the country—how the British became cognizant of the fact and determined to destroy them—how, in turn, the Americans became acquainted with the intentions of the British.

General Warren invited his friend, Paul Revere, to watch the British,—story of the old North Church, and its silent graveyard—one of the most famous graveyards in the United States. That is all there is in the poem. Paul Revere contrived to have one of the men stationed in the belfry of the old North Church to signal, by means of lanterns, the movements of the British; Paul Revere stands on the other side of the river with his arm resting on the neck of his old black charger until near mid-

night; the signal is given—he pushes with tremendous speed for Lexington, from Lexington to Concord. You may tell more about other heroes of that time—James Otis, Samuel Adams, etc. I always liked Paul Revere—this is one of the rides of history—Paul Revere is one of the men that hold the respect of every school boy.

"Snow Bound"—If a pupil cannot understand things that are not related to his experiences, how can city pupils understand "Snow Bound"? The pupil knows nothing of the joys of country life. It is only the boy and the girl of the country that can understand this poem. The city pupil never saw an ox team!—knows nothing about breaking roads through the country! Ox teams!—plowing through drifted snow! This means nothing to a person who never saw it or its picture. You will have to draw the picture. Ox team is out plowing the snow. Pretty soon they have reached the house and go in for their cider. Again, with "Enoch Arden"; how much more children who live near the sea coast or the lake get out of this poem. The beach fishermen—the little boats. We must prepare our pupils for reading before they can read even in the seventh and eighth grades.

There is a way to secure inflection, expression and emphasis by imitation. It is all a matter of practice. Pupils who cannot read with good expression after having studied the lesson and grasping the thought, should learn by imitating the teacher—the teacher reading for the pupil. There are certain marks used in reading called punctuation marks. Have you never heard the rule: "Voice must rise at the comma and fall at the semicolon and period"? Let me make a statement that some, or all of you, may challenge this moment—*Punctuation marks have nothing whatsoever to do with reading; nothing to do with the inflection of the voice.* The purpose of punctuation marks is to enable pupils to read *readily*; the voice should rise and fall according to the meaning of the sentence. Did you ever read and have your voice fall at the comma and rise at the period? Punctuation marks are grammatical marks, and not marks of reading. They are to enable the pupils to read with greater readiness.

Publishers' Notes.

Nature Study and Life. By Clifton F. Hodge, Assistant Professor of Physiology and Neurology in Clark University, Worcester, Mass. With an introduction by Dr. G. Stanley Hall.

Ginn & Company (Boston) have announced as soon to appear a notable work on nature study from the pen of the well-known scientist, C. F. Hodge.

"Nature Study and Life" has twice formed the basis for nature-study courses in the Clark University Summer School; it has further stood the more practical test of teachers' institutes in various states; and, finally, its most important suggestions have been tried thoroughly in the schoolroom. The work contains the results of five years' special study. In the point of view, in the selection of the subject-matter, and in the presentation of methods of conducting the work, this book marks a definite advance in publications on the subject of nature study.

The book is intended primarily to assist teachers in directing their pupils in nature-study work and to be used by the children themselves as a reference book.

An Introduction to English Literature. By Maurice Francis Egan, A. M., L. L. D., professor in the Catholic University of America. Cloth, 241 pages; Marlier & Company, Boston, publishers.

There has long been need of a well-arranged text book on English Literature for Catholic high schools and academies and it is sufficient guarantee that this work has been well met, to know that Dr. Egan is author of the new work. It is an excellent survey of the whole field of English literature down to the present time, due attention

being given to the religious writers and all points of Catholic interest. Dr. Egan will soon follow up this work with another much-needed book, a similar text on American Literature.

At the annual meeting of the Federation of Commercial Teachers to be held in Chicago the last week in December, Mr. J. A. Lyons, of the commercial text book firm of Powers & Lyons, will read a paper on the proper course of study for one desiring to become an expert amanuensis. Mr. Lyons is well known as a contributor to the professional literature of commercial course teachers, and his long connection with the Metropolitan Business College of Chicago makes him especially competent to talk authoritatively on the formation of commercial courses.

Practical Studies in English, by Samuel Wilbur Norton; 214 pages, cloth embossed, price 40 cents. Here is a new book that will interest teachers. It has just been brought out by A. Flanagan & Company, Chicago. Among its admirable features are the following: Each part of the sentence is developed before it is used; each page constitutes a lesson, thus giving a definite object for teacher and pupil to accomplish; the point to be developed is placed, in capitals, at the top of each page; the facts of grammar are taught in connection with the language development.

Another new and noteworthy publication of this same company is **Spelling and Construction**, by E. E. Smith, A. B., B. S. The strong feature of this book is that in giving lists of words, it correlates them with every day life by by constructive exercises. The book contains

220 lessons and its 4000 words are used in twenty or more different kinds of exercises.

One of the best merited awards made at the Pan-American Exposition just closed, was that of a gold medal to Edwin E. Howell, of Washington, D. C., whose exhibit of relief maps and general model work surpassed anything ever seen in this country. Mr. Howell's regular line is the furnishing of schools and colleges with relief maps, and science cabinet collections, but his skill in model work is so generally recognized that he was called upon by the Government, to model the important and interesting exhibits of the geological, coast and geodetic surveys, the Weather Bureau and Marine Hospital Service. In the exhibits of many of the States, large mining machine and electric companies, Mr. Howell's handiwork is again seen. For scientific accuracy and proportion his relief maps and models lead.

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THE CATHOLIC SCHOOL JOURNAL,
MILWAUKEE.

Events of the Month in Review.

Political, Economic, Religious and Educational.



GEN. PATRICK COLLINS.

Boston experienced the greatest political landslide in its history, on Tuesday, Dec. 10, when Gen. Patrick A. Collins, Democrat, was elected mayor of the city by the unprecedented majority of 18,970 over Thomas N. Hart, Republican. Two years ago Mr. Hart defeated Gen. Collins by 2,281 votes. The principal campaign issue was the increased rate of taxation. Gen. Collins is a practical Catholic.

The event of the month in domestic affairs was the assembling of the Fifty-seventh session of Congress, Dec. 2, and the reading of President Roosevelt's message which had been looked forward to with great interest. The message was received by members of both houses and the country at large with evident satisfaction. Many subjects were touched upon and some were discussed at great length. Its leading recommendations were in brief as follows:

1. That the Federal courts should be given jurisdiction over any man who kills or attempts to kill the President or any others legally in the line of succession for the Presidency.
2. That the Federal Government shall be entrusted with the power of supervision and regulation over all corporations doing an inter-state business.
3. That a Department of Commerce be created, whose head shall be an officer in the Cabinet.
4. That the Chinese Exclusion Act be re-enacted and strengthened wherever necessary to make its enforcement entirely effective.
5. That the Interstate Commerce Act be amended so as to prevent discrimination in shipping rates.
6. That Congress shall confer on the President the power of transferring lands to the Department of Agriculture for use as forest reserves.
7. That Congress shall provide for a substantial reduction in the tariff duties on the imports from Cuba.
8. That the classified civil service

be extended to the District of Columbia.

9. That the Indian tribal funds be dissolved, so that after no long period of time the Indian may be recognized as an individual and not as the member of a tribe.

* * *

The problem of the surplus, in one form or another, will be one of the most persistent before congress. Obviously there are two ways of dealing with a surplus. One is to cut off sources of revenue which are no longer needed; the other is to make large appropriations. The economists will attempt the first method, and a serious effort will be made to repeal most of the remaining war-revenue taxes. On the other hand, great national undertakings, such as the Isthmian canal, the Pacific cable, the building of warships, and ship subsidies in some form, will call for large outlay, to say nothing of a great variety of private and local projects.

* * *

There has been a considerable demand of late for gold for export. A single ship recently carried out more than \$7,000,000 in gold bars, and the total of shipments since the movement began is more than \$18,000,000. Yet there is no disturbance in the stock-market, or anywhere else. Foreign financiers comment with surprise upon the calmness shown on this side of the Atlantic with reference to this movement. The explanation is simple enough. Our currency is now tied fast to the gold standard, and we have on hand an enormous stock of gold, from which we can accommodate other nations when they need it. Moreover, we are recruiting our stock by a gold product of more than \$80,000,000 annually from our own mines.

* * *

THE report of Commissioner-General Powderly for the year ending June 30, 1901, has just been printed. It shows that of 487,918 immigrants who came to this country during the year ending June 30, 1901, 137,807 were Italians, that is 28 per cent. of the whole. The Poles were 9 per cent., the Scandinavians, 8 per cent., the Germans 7 per cent., and the Irish 6 per cent. The Italians continue to be an increasing per centage of the total immigration. For the year ending June 30, 1900, they were about 23 per cent. of the total. For the year ending June 30, 1895, they were about 15 per cent. of the total. It is since the year 1895 that they have begun to outnumber all other races of immigrants. Mr. Powderly in his report tells us five-sixths of the Italian immigrants are Southern Italians. They are from Sicily and Naples and the adjoining country.

The Nicaraguan minister of foreign affairs, and the United States minister to Nicaragua, Salvador and Costa Rica, have signed a treaty by which Nicaragua agrees to lease a section of Nicaraguan territory six miles wide, which includes the route of the Nicaraguan canal, to the United States perpetually.

* * *

Thousands of bills have already been introduced in the two branches of congress, and the rush is by no means over. The great mass of these measures will be quietly pigeonholed. Comparatively few will ever be reported, as the tendency in the several states, as well as in congress, is toward overlegislation.

* * *

The McKinley National Memorial Arch association has changed its plan of operation so as to apply to congress instead of to the public for the erection of the proposed memorial arch at Washington. Contributions received by the association for the proposed arch will be returned.

* * *

Arizona and New Mexico held conventions in October to take measures to induce congress to admit the territories as states. A few days ago a joint convention of delegates from Oklahoma and Indian Territory was held for a like purpose; but it decided to ask not for the creation of two states, but one, to be known as Oklahoma, and to include both territories.

* * *

FOREIGN AFFAIRS.

Affairs upon the isthmus have been moving rapidly during the last week or ten days. The Liberal insurgents took possession of Colon, on the Atlantic side, easily and with little bloodshed; but severe fighting, with varying results, followed at different points along the railroad. From the gunboat Machias on that side, and from the battleship Iowa on the other, detachments of marines and bluejackets were landed to protect railway property at either end, and to keep transit across the isthmus open. The American captains would not permit either the government troops or the insurgents to use the road for transportation; and the position of the insurgents at Colon having become untenable, they surrendered on the 29th of November, the American officers acting as intermediaries. Meanwhile, Colombia has severed diplomatic relations with Venezuela, and there is increased prospect of trouble between the two republics.

* * *

As a result of the demonstration against the proposed translation of the gospels into modern Greek the Grecian cabinet has resigned. This action was taken in spite of King George's efforts to induce the cabinet and M. Theotokis, the premier, to remain in office.

The permanent court of arbitration at The Hague has decided that it is incompetent to consider the Boer appeal for intervention. The reason it gives is that the Boers were not among the signatory Powers to whom alone the Arbitration Convention applies. But quite apart from this consideration, it must be borne in mind that the peace tribunal does not consider ex-parte pleas, nor any case of arbitration, unless "the object of the dispute" and "the extent of the arbitrator's powers" are agreed upon and formulated by both parties to the dispute. Similar appeals have been made before—notably in the cases of Armenia and Finland, but they were ignored as beyond the scope of the court. These cases formed a precedent. General Botha declares that he will be able to continue the war for five years and ultimately drive the British out of the Cape. The Boers, it is said, will soon rise about Pretoria.

* * *

In the recent trial of Polish students at Posen, which ended in the sentencing of several of the accused to long terms of imprisonment, the court held that it had been proven that a league was in existence to re-establish the kingdom of Poland. As the attainment of this object would involve the detachment of districts that were formerly Polish from their present allegiance to Prussia and to the German empire, the operations of the league, of course, were treasonable. Prominent German newspapers approve the action of the authorities, and it is plain that the Polish question is beginning to excite considerable uneasiness. They say that the Poles must not be allowed to cherish the delusion that any movement in the direction of separation can

be permitted to be carried on with impunity.

* * *

The provisional date fixed for the coronation of King Edward VII. and Queen Alexandra, is June 25. A royal banquet will be given that evening at Buckingham palace, followed by a reception at which princes and princesses of foreign royal families will be present.

* * *

According to Manila newspapers received at the War Department, the massacre of Company C, 9th Infantry, at Balangiga, Samar, was planned by deserters from the American army.

* * *

The Chilean legation in Washington has been notified that the threatened rupture between Chile and Argentina over the dispute concerning the adjustment of their common boundary has been averted. It was feared that a general war would follow an outbreak of hostilities between these two leading Latin American nations.

John Goodnow, United States consul-general at Shanghai, reports to the state department that there are over half a million people in the Yangtze valley who will starve this winter unless they get some help from outside.

Church and School Affairs



Photo, copyright, by F. Gutekunst, Philadelphia.
CARDINAL MARTINELLI.

Since the announcement that Cardinal Martinelli, apostolic delegate at Washington, was to return to Rome, there has been much speculation as to who his successor will be. The latest report connects the name of Msgr. Scalabrini, archbishop of Piacenza,

with the important office. No official announcement has yet been made.

Federation Meets.

THE conference of the American Federation of Catholic societies opened at Cincinnati Tuesday with about 500 delegates present.

The officers of the Federation and of the different societies who were in consultation Monday night over the construction of a constitution that will be acceptable to all continued to their conferences.

Tuesday morning the local societies escorted the visiting representatives to the cathedral where Bishop Horstman of Cleveland celebrated mass, the opening sermon being delivered by Dr. Lavelle, pastor of the cathedral in New York.

The delegates proceeded from the cathedral to the Auditorium where they were welcomed by Gov. Nash on the part of Ohio, Mayor Fleischmann on the part of Cincinnati, and President T. B. Monahan of Columbus, O., on the part of the Ohio federation. President Fries and Judge Thomas W. Fitzgerald of New York, vice-president of the federation, responded after which the federation proceeded with business.

FIRE DRILL IN CATHOLIC SCHOOL.

To protect the lives of pupils intrusted to their care in case of fire or from any cause which might precipitate a panic, nuns of the Order of the Sisters of Mercy of St. Xavier's academy, Chicago, are organized into regular fire-fighting companies. Under the direction of Mother Superior Genevieve, who

"Chats Within the Fold"—A series of Little Sermons from a Lay Standpoint—(pp. 206, cloth and gilt-binding) by H. J. Desmond, is pronounced by *The Boston Pilot* the best of Mr. Desmond's books. (He is also the author of "Mooted Questions of History," "Church and Law, etc.") Chats Within the Fold is of especial interest to priests and religious.

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has charge of the convent and academy, the nuns hold daily practice drills and receive instructions how to act so as best to insure the safety of the pupils under their charge and how most effectively to fight a fire. Although the academy of St. Xavier is a new building of fire-proof construction and contains improved fire extinguishing devices, the head of the order has decided that both the nuns and pupils should be trained for all emergencies.

The fire signal is given at different times each day and is not expected by either the nuns or the pupils. The children's classes of the institution when the signal is given leave the class room and go through the exits on a hop, skip and jump, singing as they go along.

The nuns in their own drills are taught what positions to take while the pupils file out and then what duties to assume in case it should be necessary to fight the fire. Some are stationed at the water pipes and fire hose to work the fire extinguishing apparatus, while others are assigned to other methods of protecting the property. There is one general fire call for all the nuns to assemble when they are alone, and then each sister has a separate bell call which summons her individually. Thus the absence of any nun at the general alarm call is noticed and the cause ascertained.

Deaths During the Month.

PRIESTS—

Rev. John Rigney, of the archdiocese of Baltimore; Rev. James McKechnie, diocese of Springfield; Rev. M. P. O'Brien, diocese of Peoria; Rev. James Doyle, C. S. S. R.; Rev. James Joyce, S. M.; Rev. T. J. McGlynn, archdiocese of Dubuque; Rev. W. B. Whalen, O. M. I.; Rev. Amandus Van den Driesche, of the diocese of Detroit; Brother Bernard Coen, D. S. F., Brooklyn, N. Y.; Rev. Engelbert Hoeynck, of the archdiocese of St. Louis; Very Rev. Michael O'Brien, V. G.; diocese of Portland; Rev. Francis Wimsey, archdiocese of Cincinnati.

SISTERS—

Sister Mary de Sales, of the Sisters of Providence; Mother M. Germaine, Sisters of the I. H. M.; Sister Mary of the Holy Infant, Good Shepherd Convent, Cleveland, O.; Mother Julia, of the Sisters of Notre Dame; Madame Julia Mooney, R. S. H.; Sister Angela, Sisters of St. Dominic.

A JESUITS' PROPOSAL.

Father Thurston, an English Jesuit, has proposed to The Referee, a London Protestant paper, the appointment of a committee of inquiry into the Protestant charge against the Jesuits of teaching that "the end justifies the means." This is how the father puts his proposal in a letter to the paper:

"I want you to do an act of justice and to form if possible a Referee committee to investigate as a test case one charge constantly made against the Jesuit moral system. It is unhesitatingly affirmed to be true by Dr. Little-

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dale in his article, 'Jesuits,' in the Encyclopedia Britannica. I refer to the allegation that we teach that 'the end justifies the means,' a charge which, as Littledale says, is at once 'the most odious in itself and the most anxiously repelled.' I ask that the evidence for and against this imputation should be laid before a committee, and that they should publish their report in the columns of The Referee."

The Referee has agreed to the proposal. It says the question involved is one in the solution of which the whole civilized world has an interest.

FINISHES INSPECTION OF SCHOOLS.

Most Rev. Bishop Clancy, D. D., of Sligo, Ireland, who has been touring this country for the past few weeks in the interest of educational affairs in his home diocese, has acted on the advice of physicians whom he consulted in this country and returned home. It appears that the climate here was proving most injurious to him.

Bishop Clancy expressed his great regret at being forced to leave America so soon, as it necessitated his cancelling many engagements he had expected to fill.

The bishop expressed himself as well pleased with the general outline of the free educational system in Chicago.

This, he said, was far ahead of any similar public school work he had seen in his own country, while manual training there was absolutely lacking. If this branch of study were introduced, the bishop averred, the industries of Ireland could be developed, where now the common people are raised to none but the lowest kind of toil.

The faculty of Gonzaga college in Washington, D. C., have just been notified that their degrees will be recognized by the university of New York, and their graduated students be admitted to all the rights and privileges of the university. The university of the state of New York has been ever very particular about recognizing colleges outside the state of New York, and the honor in the present instance is the more remarkable since it has been conferred upon Gonzaga without solicitation.

On the feast of St. Catherine, Nov. 25, four half breed Indian girls from the St. Boniface Industrial School, St. Boniface, Man., entered the order of Sisters Auxiliary to the Gray Nuns. Their names are: Alice Swampy, Mary Chatelain, Sarah Henry, Archang Morisseau. A white girl, Helen Toutan, entered at the same time.

JUDGE HAZEL.

John R. Hazel, who administered the oath of office to President Roosevelt, is judge of the United States district court of the western district of New



JUDGE JOHN R. HAZEL.

York. Judge Hazel is a Buffalo man and one of the leaders of the bar of the exposition city. He is forty-one years of age. He has held his present office since last year.

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THE CHURCH AND THE LAW has gained the highest endorsements and has had a remarkable sale. Its author, Attorney H. J. Desmond, was counsel for the Catholic interests in the celebrated Edgerton Bible Case, arguing before the Supreme Court of Wisconsin the constitutional test points involved and gaining a decision that has fixed the law in Wisconsin and established precedent for decisions in other states.

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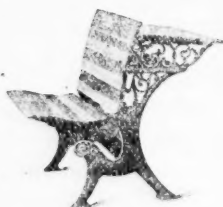
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Mother Katherine, foundress of the Sisters of the Blessed Sacrament, who devote their lives to the Indian and colored races, has given to St. Patrick's Church, Carlisle, Pa., a building costing \$30,000, to accommodate the increasing number of Catholic pupils at the Carlisle Indian School, as well as to further good works for the poorer children of the colored people in that city.

* * *

Stanley Schwarm of Buffalo, N. Y., a graduate of St. Louis' parish school in that city, has obtained the highest percentage among twenty-seven competitors in a civil service examination recently held in Buffalo, N. Y., for a position in the United States Weather Service Bureau. After leaving St. Louis' School, he studied at St. Joseph's Collegiate Institute, Buffalo, and, in fact, received his whole education through Catholic channels.

* * *

Mr. Jones, the Commissioner of Indian Affairs, in his annual report, states what every competent observer has long since noted. He makes formal announcement that the present

system of education for the Indians, taken as a whole, is practically a failure or at least is not calculated to produce the results so earnestly claimed for it and so hopefully anticipated when it was begun. He has no doubt his conclusion will be received with some surprise, but a brief review of results, he thinks, will convince the most sceptical that it is correct.

* * *

The work of renovating the interior of Columbia university, recently acquired by Archbishop Christie of Portland, Ore., is completed, and there is now accommodation for about 200 students. The principal states of the northwest are represented, and judging from the daily influx, the people of that region are fully alive to the advantages offered by the institution.

* * *

Plans for the St. Rose convent building to be erected at La Crosse at a cost of \$90,000, are now open for bids. The building is to be brick with stone trimming.

The Rev. Daniel Deyer, Ph.D., D.D., and the Rev. Alexander B. McKay, J. C. D. (Doctor of Canon Law), former students of Overbrook Seminary, Pa., have returned from Rome, where they completed a post-graduate course in the American College and received their degrees. They will be assigned to missions in the archdiocese of Philadelphia.

* * *

ACCORDING to the report just issued by Propaganda Fide, the number of Catholics in England and Wales in 1901 is 1,429,850 as compared with 1,339,640 in 1895; in Scotland 413,500, with 363,000 in 1895. But in Ireland there has been a decrease from 3,543,216 to 3,538,305. In Canada there has been an increase from 2,199,530 to 2,201,660 within the five years. In Australia, Tasmania, and New Zealand the Catholic population has grown from 3,008,390 to 4,507,980, and in Africa the Catholics, who were about 400,327 in 1895, now number 481,782. In India they number about 750,000. This makes about 13,500,000 Catholics under the English flag.

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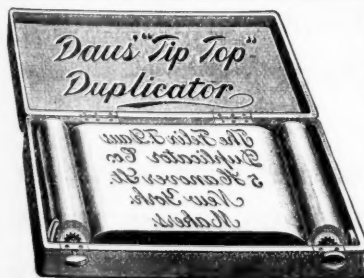
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The graduates of St. Vincent's academy, Detroit, have formed an Alumni association. Much enthusiasm was evinced in the forming of their long desired society, which will ever be a bond to unite the graduates and their alma mater.



Anxiety, Care and Fretfulness. 5

Wray, Col., March 30, 1898.

I have been in the hardest missions in the Rocky Mountains (about the hardest on earth) for 16 years, and anyone who has been in such missions knows of the anxiety, care, fretfulness, etc., which generally attend such a life and which bring on restlessness, nervousness, sleeplessness, etc. There is no doubt Father Koenig's Nerve Tonic is most valuable for all such cases and my own experience gives the most infallible proof of it.

Father J. J. Riordan.

Grand Junction, Colo., Feb. 16, 1898.

Mrs. Lucinda Artman, 76 years old, was entirely cured of fits by the use of Pastor Koenig's Nerve Tonic, and is now cheerful and happy. The Tonic has performed wonders in this case.

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Rev. Frederick P. Garesche, S. J., has returned to St. Xavier's college, Cincinnati, after an absence of thirty-six years, most of which were spent in Texas and Louisiana. In the '60's he was vice-president and perfect of studies of that institution, and in his younger days he was one of the most eloquent preachers of the order.

* * *

For thirteen years Sister Alegondes, of the Convent of Mercy, Webster avenue, Pittsburg, had not been able to put her right foot on the ground, and now she walks. Last week she returned from the shrine of St. Ann Beaupre, Canada.

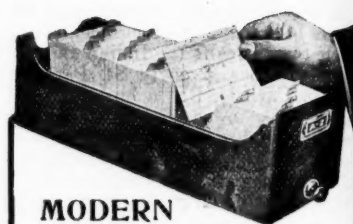
Sister Alegondes was a nurse in the Mercy hospital. One night while walking in the dark she fell, after striking her foot against a rocking chair, breaking several of the small bones of the

* * *

Mother Katherine Drexel, of Philadelphia, has erected for St. Patrick's church at Carlisle, Pa., a building costing \$30,000. It is intended to accommodate the increasing number of Catholic pupils at the Carlisle Indian school, and to facilitate spiritual labor among the poorer children of the colored race in that city.

* * *

The congregation of the Immaculate Conception of the Blessed Virgin Mary church, Chicago, recently celebrated the completion of its new parochial school. The building was dedicated by Bishop Muldoon, assisted by the pastor, Rev. Francis Wojacelwicz, and twenty-five priests.



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